CASE STUDIES IN EDUCATIONAL AND VOCATIONAL GUIDANCE

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CASE STUDIES IN EDUCATIONAL AND VOCATIONAL GUIDANCE

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TO

ALEXANDER INGLIS

WHOSE EXHORTATION TO TEACHERS WAS
"LEARN THE CHILD, MOTIVATE THE CHILD, INSTRUCT
THE CHILD, GUIDE THE CHILD"

PREFACE

The purpose of this book is to present for the use of college and university classes and other students of education a series of concrete problems involving educational and vocational guidance and adjustment.

Out of their own educational experience the authors have selected over a hundred cases designed to give a general survey of the great variety of problems common to the experience of school and college counselors. Some of these cases are followed through a complicated series of adjustments to what might be called a completed solution. Others are stated as pending cases. The questions which follow each case are designed to provoke comprehensive discussion of the problems involved; full directions for the use of the cases and the questions are given in the Introduction.

It is not our purpose to encourage rule-of-thumb counseling, since there is too much already of casual, sentimental, and ignorant educational and vocational advice. Just as theory without practice is ineffective, so practice without theory is unintelligent. A study of the principles of educational and vocational guidance, consequently, should parallel the study of these cases. No harm will come from a study of them based on the "general" experience of teaching or social work, but no actual decisions in individual cases should be made upon the basis of such a limited background. If our cases do not lead to a renewed study

of the theoretical background of educational and vocational guidance, we have failed in our purpose.

Nevertheless it is pertinent to answer the question, Have we facts enough on which to give educational and vocational guidance of any sort whatever? Three answers are effective for this question: first, that there are facts enough for much guidance; secondly, that the insistent nature of occupational life cannot wait for the assembling of all the data needed; and, thirdly, that the purpose of the counselor should never be to give prescription, but rather to awaken thought and to assist in providing experience which will lead toward one's own solution of his problem.

The prospect for research in educational and vocational guidance is very good indeed; but, naturally enough, as in other extensions of human knowledge, research is most useful when it grows out of actual service, and, on the other hand, service itself will be improved through research. Common-sense help to the young, however, cannot be denied: it is certain that we can, even at present, do very much better than to leave the individual to become a victim of the various forms of false guidance. Educational and vocational guidance must always go on; we must do the best we can with the tools available.

There are sentimentalists both in education and in occupational life: those on the one hand who magnify the importance of the child's staying in school without attempting to fit the school to his needs, and those on the other hand who magnify the values of work and fail to take account of the great number of juvenile laborers who learn inefficiency, hopelessness, and blind-alley living through lack of guidance during the early steps of their occupational

experience. Some of these problems are reflected in our cases and will lead, we hope, to renewed efforts to provide educational and vocational guidance for all.

Our selection of cases is designed to furnish a well-balanced survey of the common, everyday problems involved in guidance. It would have been relatively easy to find and expound a number of extraordinary cases which would make exciting reading, but which would hardly describe the problem of guidance as school people face it in the ordinary course of their work.

In all discussions the individual must not be considered to be the "case." His problem is the case, not he himself. The individual must always be thought of as participating in his own education and guidance, particularly as he must take final responsibility for the decisions which are made.

We have to thank the following persons for furnishing us with cases, criticism, or both: Miss Ruth A. Merrill, Dr. Richard D. Allen, Miss Mildred C. Scott, Miss Agnes Sleadd, Mr. Fred L. Frost, Mr. Edward N. Tisdale, Miss Mildred G. Sears, and Mr. Frederick J. Allen. Miss Hazel M. Dawes aided throughout in the appropriate preparation and criticism of the material.

JOHN M. BREWER

CONTENTS

INTRODUCTION

PAGE

THE CASE METHOD IN EDUCATIONAL AND VOCATIONAL GUIDANCE xv

PART ONE. PROBLEMS IN EDUCATIONAL GUIDANCE

THE NEED FOR EDUCATIONAL GUIDANCE 3

CHAPTER I. ATTITUDE TOWARD SCHOOL WORK

1. Frequently tardy and indifferent toward school responsibility 7
2. Frightened by behavior of teacher 8
3. Irregularity in prepared work 9
4. Afraid to recite 10
5. Suspected of cheating 12
6. Outside work causes tardiness 13
7. Interest in hobby causes frequent tardiness 14
8. Dislikes school: fails in order to escape 15
9. Disliked school; the navy a means of escape 17
10. Teacher and boy both stubborn 18
11. Transferred to another school; could not adjust 20
12. A college freshman with five years of superficial work . . . 22
13. Lacks initiative or interest in school work 24
14. Has attitude of merely trying to "get by" 26
15. Capable student unwilling to do good work 27
16. Cheating in school work 29
17. In danger of leaving school 31

CHAPTER II. PROBLEMS WHICH DEAL WITH STUDIES

18. Disliked to study 34
19. Needed to learn how to study 35
20. Does not know how to study 37

PAGE

21. Cannot succeed in studies 39
22. A home without a place to study 40
23. Has difficulty in grasping algebra 42
24. Has difficulty in grasping mathematics 43
25. Girl's interest in boys conflicts with school progress 44
26. High-school senior failing and discouraged 46
27. Boy failing and discouraged in school work 47
28. Engineering students say they do not know how to study . . 48

CHAPTER III. PROBLEMS WHICH DEAL WITH THE CURRICULUM

29. Unwise choice of studies on account of lack of guidance . . 50
30. Difficulty in choosing college curriculum 51
31. Needs to transfer because of an unwise choice 52
32. Unbalanced program 53
33. Poor preparation for present curriculum 54

CHAPTER IV. MAKING A CHOICE OF SCHOOLS AND LEAVING SCHOOL

34. Transferring from one college to another 57
35. Difficulty in choosing a technical school 58
36. Difficulty in choosing a college 60
37. Choice of college 61
38. A choice of higher school involving occupational choice . . 62
39. Leaving school limits opportunity 64
40. Choice between school and work 65
41. Work versus school 68
42. Attractive job takes student from college 69
43. Needs to know how to evaluate educational opportunities . 70
44. High-school senior must decide between college and an attractive job 71

CHAPTER V. PROBLEMS OF A PERSONAL OR SOCIAL NATURE

45. Imperfection of speech hinders educational development . . 73
46. Feels superior to school work 74
47. Lacks self-control 75
48. Deafness as a vocational handicap 76
49. Mental handicap 78
50. Guidance through information furnished by intelligence test . 79
51. Personal qualities interfere with educational progress . . . 81
52. Indifference to personal safety 82

PAGE

CHAPTER VI. PROBLEMS DEALING WITH EXTRA-CURRICULAR AND OTHER ACTIVITIES

53. Athletics interfering with school work and attitude . . . 84
54. Failure to pass college entrance examinations owing to excessive social activities 85
55. Interest in radio conflicts with school work 86
56. Interest in music causes failure in other school subjects . . 88
57. Spends too much time on outside interests 89
58. Excessive need for self-help 91
59. Spends excess of time in social affairs 92

CHAPTER VII. PROBLEMS WHICH DEAL ESPECIALLY WITH THE TEACHER

60. Dislike for teacher 94
61. Wants to transfer to a different teacher 96
62. Thought the teacher unjust 97
63. Thinks teacher unjust and becomes indifferent 98

CHAPTER VIII. PROBLEMS WHICH DEAL WITH THE HOME

64. High-school girl overworked at home 100
65. Parents indifferent toward school work 102
66. Girl not trained in accordance with American standards . . 103
67. Unwise home management 104
68. Financial need 106
69. Parents oppose college course 108

PART TWO. PROBLEMS IN VOCATIONAL GUIDANCE

THE NEED FOR VOCATIONAL GUIDANCE 109

CHAPTER IX. DISCOVERING AND TESTING INTERESTS AND ABILITIES

70. Boy and father need help in planning boy's future . . . 113
71. Occupational decision without discovery of abilities . . . 114
72. Has had no opportunity to discover abilities 115
73. Sudden need for occupational information and knowledge of abilities 117
74. Early effort at guidance 118
75. Needs try-out experience in forestry 119
76. A try-out furnished by a social club 122

PAGE

77. Use of miscellaneous working experiences in demonstrating abilities 123
78. Working experiences for discovery of abilities 125
79. A try-out in professional work enables a young man to become a successful reporter 126
80. Try-out experience leads to change of vocational preference 127
81. Counseling in connection with try-out experiences . . . 128

CHAPTER X. PROBLEMS IN SECURING OCCUPATIONAL INFORMATION

82. Late contact with knowledge about agriculture 130
83. Limited information retards progress 131
84. No knowledge of occupational life 132
85. No survey of professional opportunity 134

CHAPTER XI. PROBLEMS IN THE CHOICE OF AN OCCUPATION

86. Wrong choice of job 136
87. Use of tests for change of occupation 137
88. Too young to secure the work of his choice 138
89. Needs to consider vocational alternatives 140
90. Wrong choice of occupation 142
91. Victim of false guidance 142
92. Compromise with father by delaying choice of vocation . 143
93. Overguidance 146

CHAPTER XII. PROBLEMS IN PREPARING FOR THE VOCATION

94. Choice of high-school course 148
95. Choosing among several alternatives in vocational education 149
96. Choice of vocational course in college 150
97. A young man must evaluate the benefits of full-time and part-time schooling in art work 151
98. Choice between work and school 153
99. Wants to prepare for different occupation 154
100. Full-time schooling not adapted to student's needs . . . 155
101. Boy too young for correspondence course 156
102. Vocationally educated for the wrong type of work . . . 158
103. Wrong education 160
104. A choice of trades 161
105. A young man has vocational problems 162
106. Vocational ambition unwise 163

PAGE

CHAPTER XIII. PROBLEMS IN SECURING WORK AND PLACEMENT

107. Needs to secure information on possible openings . . . 165
108. Seemingly unable to get a job himself 166
109. Needs to know how to interview the employer 168
110. Must choose between two positions 169

CHAPTER XIV. PROBLEMS IN READJUSTMENT AND PROMOTION

111. Employment and education both essential 171
112. Difficulty in changing jobs in the same establishment . . 172
113. Young man not interested in present occupation. . . . 173
114. Dissatisfaction with type of fellow workers 175
115. Young man needs readjustment in his occupational life . . 176
116. Competent woman does not know how to ask for increase in salary 178
117. Feeling of unfairness 179
118. A young commercial artist needs a higher salary 180
119. Need for a try-out and an educational plan 181
120. Problem of returning to high school for vocational course . 182
121. Wishes to prepare herself for more responsible position . 183
122. Wishes to prepare for more responsible position . . . 185
123. Physical disability causes change in occupation 186
124. Circumstances force consideration of a change of occupation 187
125. Considering a change of occupation 188
126. Adaptation to American conditions 189

CHAPTER XV. PROBLEMS OF PERSONAL RELATIONS TO OCCUPATIONAL LIFE

127. Attitude toward organized labor causes unemployment and dissatisfaction 191
128. Irresponsibility and discontent prevent a promotion . . 192
129. Chronic dissatisfaction 194
130. Is incapable of holding the job desired 195
131. Counseling needed in connection with vocation experiences 197
132. Record of frequent changes a handicap in securing another position 198
133. Lacks sense of social responsibility 199
134. Needs to keep a budget 200

PAGE

135. Failure to keep budget causes failure in vocational life . . 202
136. No responsibility toward home 203
137. Unwise use of leisure time results in unemployment and a poor outlook for the future 205
138. Lives entirely on credit 206

APPENDIXES

I. The Principles of Vocational Guidance 209
II. Bibliography 221
III. Questionnaires and Permanent-Record Cards 238
IV. Suggested Procedure for the Preparation of Case Statements . 242

INTRODUCTION

THE CASE METHOD IN EDUCATIONAL AND VOCATIONAL GUIDANCE

The individual approach. Educational and vocational guidance are primarily concerned with helping the individual better to understand and control those activities of school and occupational life in which he is now, or soon will be, engaged. Therefore the individual and his problems must be the point of departure for any guidance which will serve to modify his life activities. Teachers, parents, counselors, and others who are to share in the responsibility of offering counsel to youth can give wise guidance only if they know something of the actual problems which are daily confronting boys and girls as well as men and women. A study of actual cases, gleaned from the experience of a number of persons who have been privileged to work with young people, should prove of value not only in giving the inexperienced counselor an opportunity to acquaint himself with the kind of problem which he is to meet but also for enriching the background of the experienced worker in the field.

Cases taken from the experience of others have, for purposes of study, certain advantages over those with which we are more intimately acquainted. They enable us to assume a more objective, scientific attitude toward the individual and his problem; we can better analyze and

weigh evidence; we can discuss the case frankly without fear of being biased by personal or irrelevant factors; and we can begin our discussion as a group from the common factual basis presented. A case book of this kind should therefore prove of inestimable value for individuals or classes seriously concerned with more adequately preparing youth for the activities of life.

How the cases were selected and formulated. The cases presented for study in this book are authentic (with one exception, number 133 on page 199), taken from the experience of about fifteen persons working in the field of educational and vocational guidance. This group, a seminar class in the Graduate School of Education at Harvard University, represents a wide range in experience, both in the nature of the work in which they have engaged and in the sections of the United States in which they have worked. Both in the type of individual to be counseled and in the background of the counselor there has been a wide and comprehensive sampling.

The cases were selected in general because they illustrate phases of the problems designated by the various chapter headings, and specifically because they were considered by the group to be fairly typical of the problems dealt with. As most cases in life are not simple cases, so most of these cases are illustrative of many different problems; but each case has been classified under what the author felt was the most acute of the several problems confronting the individual. The reader, however, may find the less prominent problems in some cases of as much or greater value.

In every instance the case as finally approved was subject to the critical discussion of the group and, when neces-

sary, was rewritten in the light of this criticism. The selection and wording of the questions, considered perhaps the most important part of the case, were usually subject to more discussion than the case itself. An attempt was made to eliminate rhetorical questions and administrative problems and to center discussion on questions vital to the problems of the individual as presented in the case. It was intended that, just as the cases are concrete cases, so the questions should lead to definite concrete answers and bring about discussion based upon and justified by an adequate theory of educational and vocational guidance. Discussion should always lead to, and be based on, the principles of guidance.

The use of the case method in other fields. The case method of instruction was first used about fifty years ago by Dean Langdell of the Harvard Law School, and has spread to most of the law schools in the United States. Later it was introduced into the Harvard Medical School and the Harvard Graduate School of Business Administration. In these three professional schools it is gradually displacing the textbook and lecture methods of instruction, until today it forms their principal method of teaching.

In the engineering school at Camp Humphreys during the World War, the case method was used successfully for training engineers when large numbers were needed in a short period of time. It helped in training the men to exercise independent thought, reasoning, and judgment, and increased their ability to meet and solve new engineering problems.

The case method has more recently been used in the study of ethics, civics, logic, social science, educational

psychology, economics, theology, problems of administration, and vocational guidance. Although its application to the field of education is comparatively recent, its success has been noteworthy from the first. It is educationally sound. It tends to correct the same defects in methods of instruction in education that it corrected in law, medicine, and engineering. It presents a case built on the actual facts of life and develops the theory necessary for its practical solution. Thus practice and theory are linked together, and the student sees the value of theory in its practical application. Dr. Abraham Flexner, in referring to the use of the case method in the medical college, says:

> It is a formal training in the inductive handling of ascertained data that may be of use to students whose logical habit of thought has been none too strictly formed. "Let us assume such data: What do they mean? What would you do?" This is the essence of the case method—a method, by the way, excellently adapted to class use, calculated there to develop the friction, competition, and interest which are powerful pedagogical stimulants.

The case method is particularly applicable in studying problems in guidance, since guidance deals so largely with activities, and activity is comparatively easy to observe and record in terms of behavior. The cases included in this book deal primarily with educational and vocational guidance. Other cases illustrating guidance in home membership, citizenship, leisure and recreation, and religious life need to be formulated for reasons similar to those which brought about the present study.

The purpose of the case method in guidance. The purpose of the book is to improve on the lecture and textbook

methods of instruction, wherein the student is the passive recipient and whereby the instructor profits most because he does most of the work. This situation cannot obtain in a class in which the discussion revolves about actual problems and vital information of human interest. Each student will have his own solution of the case, and he must be prepared to advance the principles and theories upon which he has made his decision and to defend this solution. Class discussions of this kind cannot be controlled as can the usual recitation. Differences of opinion will frequently lead to heated debate. Dr. Richard Cabot, in commenting upon the use of cases, says, "The students may make surprising interpretations, raise most unexpected problems, and thus enliven the hour by questioning you as you question them." Disagreements may be the final result, but that is of little import if we can make students of guidance think and feel and act for themselves. It may be difficult at first for the student to recognize the counselor's problems in these cases and to analyze them from the standpoint of a counselor. With practice, however, he will begin to see the problem analytically, looking for significant facts that may lead to its possible solution, and when he reaches this point he will begin to think as a counselor.

The purpose of the book. The book is intended, first, to serve as a guide for discussion in vocational-guidance classes in normal schools and teachers' colleges, thereby giving prospective teachers practice in analysis and probable solutions of actual life questions; secondly, to help principals, teachers, ministers, counselors, parents, and all others who are frequently called upon for advice regarding educational and vocational problems; and, thirdly, for use

in vocational-guidance classes in high schools, where its chief value will be found in calling to the attention of the students the difficult situations in which, largely owing to lack of guidance, boys and girls find themselves. It will also give them practice in thinking through a possible solution for the case. When the book is used in connection with guidance in high-school or college classes, the teacher will be called upon to exercise judgment in the selection and presentation of cases and questions.

How to use the case method. In the use of the case records in this book, both the instructor and the student will need some outline or control chart as a means of guiding the method of study and discussion, since the method cannot be determined definitely for all cases and will have to be modified to suit the needs of the group or the individual. There are, moreover, certain questions that will apply to practically all cases and therefore have not been included in the questions under each case. Questions of this nature are as follows: (1) Are the facts in this case adequate for arriving at a reasonable solution of the problem? (2) If not, what additional information do you want? (3) What is your general analysis of the case? (4) Are the circumstances favorable for the working out of a solution by the counselor? (5) What factors in the case were most helpful to you in answering the questions? (6) How much influence did your personal experience or knowledge of some other person's experience in similar situations have in helping you to answer the questions? (7) Is the case typical of a situation in which pupils frequently find themselves? (8) How could the case have been altered so that it would be improved as an exercise?

(9) Can you write up a case that you know personally which will be an improvement over the case you have just studied?

Before the case is brought up for discussion the method of studying it should be definitely outlined for the class. In this way the student will have time for preparation, and his replies in the class discussion will not be random guesses. The assignments may be for written work or for oral discussion and may relate to the case as a whole or to some particular phase of it.

When this book is used as the textbook for a course in guidance, it should be preceded or accompanied by a study of the principles underlying educational and vocational guidance. We have included in the appendixes the statement of the principles of vocational guidance as adopted by the National Vocational Guidance Association, and a brief bibliography on vocational counseling.

This method of combining cases with principles is used in the Law School and the Graduate School of Business Administration at Harvard University. In the preparation of reports on cases in the latter school, students are advised to consult books dealing with general principles of business and to apply these principles in working up their solutions. It is aimed to provide for each course a book of cases and a book on theory or principles. Out of the study of both, students find the issues in the case assigned—"factor" it—and write the report.

If the outside work of the class is the solution of case problems, the class or the instructor should work out a standard form of minimum essentials for the written reports. The following are suggestive merely.

FIRST OUTLINE FOR STUDY OF A CASE

1. Information available.
2. Further information that would be helpful for guidance.
3. Constructive suggestions for the solution of the case.
4. Answers to questions.
5. Additional questions that might develop from class discussion.

SECOND OUTLINE FOR STUDY

	Information Available	Further Information Desired	Constructive Suggestions
1. Information about the individual			
2. Record of his knowledge of the occupations or education			
3. Advice he has been given or should be given			
4. Education or training			
5. Educational or employment adjustment			
6. Follow-up			
7. Answers to the questions			
8. General remarks or conclusions about the case			

The actual solution of the problem may well be thrown into brief form thus:

The counselor should recommend that this boy drop his work in the liberal-arts college and enter the course in the school of electrical engineering, because:

1. After a trial of two years in the liberal-arts curriculum it appears that he is not likely to succeed in completing the work of the junior year.

2. A study of his interests and aptitudes indicates probable success in electrical engineering.

3. The more practical work of engineering will appeal to him and make probable his success.

4. The transfer is in line with the desires and recommendation of his father and also of his uncle, who knows the boy well.

These points will, of course, need elaboration and support, and the entire brief may occupy two or three pages, depending upon the nature and complexity of the case.

One of the things the student will soon discover in using these cases is that the information is not complete, and that he will not be able to write a case which might be classed as complete in all its details. He will find by this method better than by any other that a vocational counselor must secure as much pertinent and trustworthy information as possible with the resources at his disposal, and that many times he is forced to act as best he can upon the little that he is able to secure.

A study of cases made in this way becomes scientific in character, for it involves orientation, observation, reasoning, decision, and verification, the fundamental processes of a scientific study. The case method in vocational guidance is intended merely to supplement other means of instruction. It is an excellent way of presenting some practical problems of the counselor by which the student may discover his shortcomings and needs, not alone in the field

of vocational guidance but in other fields as well. He will develop his power of observation in this field by learning what to look for; he will grow in power to teach by learning how to apply his knowledge; and when he is confronted with new problems he will be better able to think and to act for himself concerning them.

Progress of the movement. Finally the student of cases will be better prepared to contribute to the theoretical background of vocational guidance. He will see the actual needs clearly, he will always "have his feet on the ground," and he will thus be ready to study exhaustively the philosophical, sociological, psychological, and economic background of the guidance movement, and to contribute to researches in these phases of the problem.

CLARENCE E. PARTCH
OTTO F. MATHIASEN

CASE STUDIES IN EDUCATIONAL AND VOCATIONAL GUIDANCE

PART ONE. PROBLEMS IN EDUCATIONAL GUIDANCE

THE NEED FOR EDUCATIONAL GUIDANCE

Whenever a school or a college faculty engages in a discussion on the aims of the school, widely divergent points of view are likely to be expressed. Similarly, differences of opinion are voiced in the casual discussions of teacher with teacher. In spite of this lack of agreement, however, indicating clearly enough that the school or college is difficult to understand, the present or prospective student is sometimes expected to choose a school and to select his studies therein by means of information out of a four-page list of studies or out of a general college catalogue. Frequently his guidance is almost completely unprovided for.

Again, teachers differ among themselves on the relative value of different studies. There is a radical disagreement also on the important question When shall general education cease and vocational education begin, and shall the transition be a gradual or a sudden one? In spite of this confusion in the minds of teachers themselves, and in spite of the growing diversity of educational opportunity, children are expected to plan their educational careers in consultation with parents who are frequently more ignorant of the issues involved than are the children themselves.

If Latin is taught at the particular speed of twenty lines of Cæsar a day in the second year of the high school, it is obvious that for some children this is impossibly fast. In this case, at least, what is food for one is something else for another. No one believes that children can be educated by being brought into contact with studies so hard that failure is practically certain. A boy who is marked 50 per cent in Latin, algebra, English, or practical arts is given such a sense of failure under our modern promotional system that any hypothetical good he may derive from being exposed to the subject in question is nullified by the breaking down of his morale through failure to pass.

Dr. Richard D. Allen, Director of Research and Guidance in the Providence public schools, discusses in *The Vocational Guidance Magazine* for May, 1925, the failure and expense occasioned by misplaced teaching. He states that the cost of teaching a foreign language for one year to two hundred and fifty pupils who are certain to fail is greater than the entire cost of the Bureau of Research and Guidance in the Providence public schools. He shows how time saved through careful guidance amounted in money to more than twice the total budget of the bureau, and states that the gain to the pupils themselves who graduated from high school six months earlier than would ordinarily have been the case amounted to $70,000 in that city.

If the cost of educating one pupil is $120 annually, and if one study out of four is wrongly chosen, we have a misuse of $30 a year for one pupil. In a school of three hundred students this misuse amounts to $9000, which is more than twice the cost of a well-staffed and well-equipped department of educational and vocational guidance in the school.

Individual return for educational and vocational guidance is immediate. If children begin to choose to stay in school, to consent to instruction, and in other ways to take part in their own education, a new conception of education begins to develop in the minds alike of parent, teacher, and child. In a democracy the appropriate distribution of workers among the three hundred common occupations should be based on intelligent consent. A boy of fifteen determines with all his heart and soul to be a naval architect. It turns out, however, that he has chosen out of a vacuum of knowledge and experience. A high-school course in geometry dissipates his dream, and, defeated and disillusioned, he becomes a cornet player in a band. How characteristic such an outcome! It would be just as serious if a man were forced into naval architecture through defeat and disillusionment. The guidance movement aims to give children a real basis for educational and vocational choices.

It seems evident that group and individual counseling is necessary for the solution of these problems. The cases herewith reproduced furnish additional evidence of the need, and any serious investigation will disclose other individuals with problems just as critical. A serious attempt to do the best we can for the help of the next generation will be well repaid. If group guidance in the form of classes for the study of educational opportunity is inaugurated, this will involve no greater expense to the school than instruction in history or English. The guidance movement has proceeded far enough to make it clear that individual counseling can best grow out of group counseling. By this we mean that in classroom discussions individual

problems will come to light, and if the counselor's program is wisely arranged to combine the teaching of guidance classes with individual counseling, the work is likely to be carried forward on the best basis.

Specially trained counselors are necessary for the work of educational and vocational guidance. The teacher of arithmetic, geography, Latin, history, civics, algebra, or practical arts is not likely to be competent to advise either educationally or vocationally. Some high schools and colleges parcel a dozen students to each instructor for friendly counsel and advice. Often the "home-room teacher" is asked to give educational and vocational guidance. But just as we need specialists in mathematics, so we must have specialists in guidance. The field is even more difficult because it is so new. Furthermore, its ramifications bring it into contact with all fields of educational and occupational service, and this demand for diversity of contacts is not so characteristic of the standardized subjects of the present curriculum.

Neither can the principals of schools nor the vice principals attend to the personnel work effectually. A scientific approach is necessarily based upon investigation of home conditions, industrial conditions, levels of intelligence, and other pertinent facts. Heart-to-heart talks are usually not nearly so effective in guidance as head-to-head talks. Only well-trained counselors can undertake the task as it should be planned and executed.

CHAPTER I

ATTITUDE TOWARD SCHOOL WORK

1. Frequently Tardy and Indifferent toward School Responsibility

Raymond, eight years of age, doing third-grade work in a rural school, was habitually tardy. He was an only child, with no home responsibilities and no playmates outside of school. He was a dreamer, a lover of nature, and apparently as happy to be alone as to be with other children. His walk to school was along a sparsely traveled road. The amount of time he was tardy varied from a few minutes to an hour and a half. His only excuse was "I guess I didn't hurry enough." He was always good-natured and philosophical and took his punishment like a "good sport."

His teacher reasoned with him and tried to make him feel the responsibility of punctuality. She tried to assign him definite responsibilities in his play and school activities and thus develop in him a better attitude toward the school. His parents coöperated with the teacher to the extent that they started him from home early enough to get to school on time.

It was difficult to find a form of punishment that would suit his case. To deprive him of the privilege of playing with other children would be to deprive him of the thing that he needed most in his training. To assign him extra

written work, which he disliked, would tend only to increase that dislike.

1. What would you suggest that the teacher or the parent might have done to correct this habit of tardiness?

2. Discuss the ethics of written excuses.

3. What help might the other children be asked to give?

4. What changes in the school curriculum or activities might help to solve this problem?

2. Frightened by Behavior of Teacher

In one of the old-established preparatory schools the teacher of Latin, an expert in his subject, seems to be a man of great temper and crossness. A young boy is doing well in all his other studies, but is afraid to recite for this teacher; afraid chiefly of the ridicule and scolding which are likely to follow the slightest mistake on his part in oral translation.

He has been advised that the behavior of the teacher ought not in any way to influence his opportunity for promotion, and that his right to make his recitations calmly and as efficiently as he can ought not to be abridged by any wrong attitude which the teacher takes. It seems either impossible or useless for the boy to protest to the headmaster or to the teacher himself.

1. Barring action on the part of the headmaster, what is there which the boy himself can do to solve this difficulty?

2. Should the boys coöperatively make any effort to improve the situation? How?

3. Is there any change of attitude on the part of the boy which will bring him calmness in the face of storm?

4. Would such an attitude be likely to have any effect upon the teacher?

5. What analysis of mental processes, in the minds either of the boys or of the teacher, can be made in connection with this situation?

3. Irregularity in Prepared Work

S.J. entered high school from a rural eighth grade in which he had been an excellent pupil. He was responsive to suggestions, active and alert, and had a good memory. He showed ability to take a leading rank in high school and did excellent work for six or eight weeks. Then he became indifferent, seemed content with partial preparation or none, and was reported to the principal for failure and for distracting the attention of other pupils from their work. He frankly acknowledged that he had not been studying for a time and agreed to begin doing so at once. At the end of six weeks he again took a "vacation." These periods of studiousness and playing alternated, threatening his success and making him a problem in the school. The principal conferred with his parents, who were earnest, elderly people, aware of their son's tendency to loaf at intervals and, like the principal, unable to prevent his yielding to his impulse.

1. What could a classroom teacher have done to insure steady application to work?

2. What could the principal have done to lessen the need of frequent conferences with the pupil?

3. Can vacations occurring with sufficient frequency provide necessary relief from academic work?

Sometimes S.J. resumed work without the usual conference with the principal. On making search for the "adequate stimulus," the principal learned of an older brother, an expert in child-welfare work in a distant city, whose occasional letters questioned J. about his progress in school. During J.'s senior year the brother paid a visit to his former home and talked with the principal. As a result he volunteered to keep in closer touch with J., over whom he seemed to have great influence.

S.J. graduated from high school with a fair record, went on to the university from which his brother had graduated, made the same fraternity, and in due time, with the help of his brother and the members of the fraternity, graduated from the university. Then the older brother secured a position for J. in the same bureau with himself, where he could still help him when necessary. J. is now a respected and useful member of his community.

4. Afraid to Recite

This freshman seemed to be unable to speak in class. She had ideas, but could not utter them. She was a transfer from another college and was repeating the freshman year. In high school she was considered poor college material. The parents insisted upon a degree, and with difficulty she had entered college with a condition in one subject.

She had been reticent from childhood. She remembered waiting outside the house many times when coming from school, because someone was calling on her mother. She could not bring herself to be formally introduced. The

parents had never had any confidence in her opinions. She was often laughed at if she gave expression to matters of interest.

She was confident that the teachers considered her "dumb." Her written work was generally acceptable. She was well liked by her associates. She had a brilliant and sympathetic roommate who had a marked sense of humor.

The crisis came when the parents stated definitely that they had lost confidence in her ability and thought she had better leave college. The faculty agreed, and the student accepted the inevitable.

Would this action have been justifiable without further analysis? If so, why? If not, what would you have done next?

Four aids arranged for by the counselor helped solve this problem:

1. An instructor in whom the student had confidence promised to give her every opportunity for self-expression.

2. The study of art was an avocation which she enjoyed; in fact, she had great ability in this subject, and oftentimes had made posters which had been coveted in the well-known poster sales. This interest was encouraged, for it gave her an opportunity to come in touch with other students.

3. The roommate was a help. She was always cheerful, and when the student became discouraged and depressed she was always ready to arouse her from depression.

4. The parents promised to encourage.

At the end of the year the student had passed all subjects. She talked in class without apparent difficulty, although she confessed that she still had inward pangs. She even volunteered information. She was selected to read

an original paper before a group, and the students commented favorably. At the close of the second year she passed her subjects and was considered a good student.

5. Suspected of Cheating

P.S., a foreign boy, after graduating from a private school, enrolled in a college of business administration. His preparatory-school record averaged C, although his work in English was lower.

In his freshman year at college he was doing average work. In one subject he submitted a quarterly report of marked value in content, organization, and expression. The logical organization and expression were in sharp contrast to his previous work both in written tests under supervision and in outside work without supervision.

His teacher took him to task. P.S. feelingly affirmed that the report was his own, worked out with assistance from no one. The teacher turned the matter over to the dean.

To the latter P.S. reaffirmed the work to be his own. Asked whether he was willing to do everything he could to prove his honesty, he said "yes." It was suggested that he take a small amount of work to organize in written form at his leisure but under circumstances precluding assistance.

P.S. objected strenuously, and bitterly complained that his word was doubted. He was given a few days in which to make his decision. He decided not to take the examination. His instructor and the dean decided not to press the matter further and to allow P.S. to remain in school so long as his work appeared to be his own.

About the middle of December following, the teacher of English (not the subject mentioned above) advised P.S. to withdraw from the regular freshman English course and to take more elementary work in English. At midyear in the following February, P.S. faced the same situation in accounting. In May he withdrew from college, saying that he had been recalled to his home.

1. Did the teacher do right in turning P.S. over to the dean?

2. Should a boy's word be taken without question in such matters?

3. Was the dean's suggestion unjust?

4. In what other ways could the affair have been handled?

5. Should the boy have been discharged from school?

6. Outside Work causes Tardiness

D.M., born in Italy, came to America in June, and in September entered the sixth grade at the age of fifteen. He was much handicapped by his slight acquaintance with English, but applied himself well and made rapid progress. He excelled in drawing and arithmetic. He was always courteous, self-possessed, generous, self-respecting. His record was commendable in every way except for his frequent tardiness, ranging from a few minutes to an hour. D.M. told his teacher that he helped in his father's store and could not leave for school until his mother came to take his place. The mother could not speak English. The father, on being consulted, regretted that he could not release the boy more promptly; he was evidently proud of his son's progress—the only one of his large family of children to care for school or for books. After the master of the

school talked with D.M. about his record, the boy offered to leave school, rather than lower the percentage of attendance; but his teacher persuaded him to finish the year. She said he had as fine a mind as any pupil with whom she had ever worked.

1. Should the boy have been allowed to leave school?

2. Should he have been allowed to come in late without being marked tardy?

3. Should he have been sent to continuation school?

4. What additional facts might a counselor or a home visitor obtain in regard to this case, and what possible solutions might be considered?

5. Children who are late because of attendance at church services are sometimes not marked tardy. In view of this fact, might not this boy have been given similar consideration?

7. Interest in Hobby causes Frequent Tardiness

C., a man of strong personality, twenty-five years old, married, experienced in teaching, attending a teachers' college to acquire a degree, was called before the counselor, the dean of men, to explain his frequent tardiness at an early morning class.

He was very much embarrassed over having to be "called down" for tardiness. He lived closer to the college than did most of his classmates, and he knew that his excuse was a poor one. He blamed everything on his interest in trying to make an old car run. The car was not dependable. He took an interest in it because it needed much tinkering. When the counselor asked him what he knew about cars, he told a long story about his interest in machinery

and of his years of experience in "tinkering." He had been reared on a farm where machinery was lacking, but he had always wished for an automobile. After having taught for a year or two, he bought the old car which caused his tardiness at school. His story ended with "I ought to have been a mechanic instead of a teacher." When the counselor suggested as a possibility that he turn to mechanics, he stated that, since he was married, he would have to go on with the "respectable job of teaching." His success as a teacher encouraged him to stay with it as a vocation.

On account of the age and experience of the man and his settled conviction that it was best for him to continue teaching, no further counsel was given. He was not tardy at any other class during the term. He is now teaching in the school where he taught last year. All reports from the community indicate that his work is pleasing.

1. What kind of school should this man have attended during his youth?

2. Should the counselor have advised him to prepare to be a teacher of practical arts?

3. What courses are offered in teachers' colleges for the special training of teachers who have industrial interests?

8. Dislikes School: Fails in order to Escape

A girl fifteen years old, the second of five children, completed the eighth grade in a small town. She was a student of average ability—strong, robust, and physically overdeveloped for her age, too large for the seats (her size was a subject of ridicule by her classmates). Because of these conditions her school experiences were very unpleasant.

She decided to quit school and go to work: first, to get away from school conditions and, secondly, to earn money to buy the things she desired which her father could not give her.

Her father was a minister of moderate means, rather severe in his attitudes toward life and ambitious for his family educationally. He was too much engrossed in his pastoral duties to know his children's school problems.

The girl was unable to convince her father that she should quit school. She entered high school under protest and determined to fail in her school work in order that her father might see that she was wasting her time in going to school. She failed, as she planned; and with a triumphant air presented her final report card and said, "Now I guess you will let me quit school."

Up to this time no teacher had recognized her problem, and the only consideration the parent had given it was to render an arbitrary decision of "You can't quit school; you must go to high school."

1. Could you by counseling with the girl when she was in the seventh and eighth grades have prevented this attitude? If so, what would you have discussed with her?

2. What can her father do now to solve the problem? What could he have done earlier?

3. Do such problems as these belong to the home or to the school?

4. Was the girl justified in the attitude that she took toward her school work? Was her method of solution of her problem justifiable?

5. Is her father's attitude toward the school characteristic of most parents? If so, what can be done to correct this?

6. If suitable employment could be found for pupils (in the seventh or eighth grade) who grow more rapidly than the average pupil, would it be advisable to let them drop out of school for a year or more?

7. What kind of employment might have been secured for the girl if she had quit school?

8. What changes are necessary in the average small-town school system to prevent conditions like this?

9. Disliked School; the Navy a Means of Escape

Don's family and friends had planned for him a brilliant career. His cousin, who was prominent in the political affairs of the state and the nation, was constantly being held up to him as the ideal whom he was to emulate.

For a few years Don enjoyed the prestige of having this influential cousin. The boy was not particularly bright, however, and at about the age of thirteen he was thrown in with some of the slower and less ambitious members of his class. He was becoming tired of hero worship, and these boys fascinated him.

At the end of the seventh grade he was retarded. This put an end to his ambition at school. Marks went down; conduct marks, lowest of all. Don was constantly in disgrace and caused much humiliation to his sisters, who were in the same school with him. His father was stern, and much unhappiness ensued in the home.

The boy was fond of manual work, but enmity developed between him and the instructor in that subject, and consequently he found no interest in it. He begged to be allowed to go to work. Twice he played truant and found jobs, but was not allowed to accept them.

At the completion of the eighth grade he entered a commercial high school. After a trial of three months, finding the pressure too severe, he enlisted in the navy for a term of three years. He was under age, but was allowed to try it out.

At the end of a year, during his first furlough, his release was suggested, but he expressed a desire to complete his term. While he was on the boat he had taken advantage of an opportunity to attend school and was promoted to petty officer.

When the term ended he secured a clerical position. He found this work monotonous and reënlisted in the navy. He is now at a navy yard and is attending evening classes in a local school.

1. Would a prevocational school or a good industrial-arts course have solved this boy's problem?

2. Can you find any relationship between his conduct marks and those of his scholarship?

3. What suggestions might have been made in an interview with his parents?

4. Could the school have guarded him against his undesirable companions? If so, how?

5. Discuss the problem of having a prominent cousin.

10. Teacher and Boy Both Stubborn

R.G., aged seventeen, with an excellent first-year record in the college preparatory course of high school, sullenly refused to study Latin because of difficulties with his teacher. By the close of his second year he had failed in Latin and in one other subject.

In the following fall he asked for a transfer to the commercial course. The request was refused. R.G. was told that he must make up his failures; instead, he left school.

These facts came out in a conference between the boy, his father, and an official in a school of business administration to which application was being made.

At this conference the father stated that he had attended school in Nova Scotia through what corresponds to our sixth grade. In the seventh grade a new superintendent required that many students repeat the sixth. R.G.'s father left school. Although successful, nevertheless, and able to send R.G. to college, he realized his own educational handicap and earnestly urged R.G. to continue through high school and college.

R.G. presented his own point of view. He stated that his natural liking for Latin had turned to distaste. He vigorously declared that he could learn any subject, but disliked to study under such a "pig-headed" teacher. He declared himself perfectly capable of making a high college record.

Statistics were then quoted relative to college failure in the case of students without adequate preparation. After discussion of this point a parallel was drawn between R.G.'s case and his father's. It was pointed out to R.G. that he could not act solely according to likes or dislikes; that frequently one's greatest development comes from performing a difficult and disagreeable task. It was suggested that if he and his father each acted solely on the basis of feelings they would be in bitter conflict because of his father's extreme eagerness for him to complete his education. Father and son smiled at each other understandingly.

Recommendation was made that R.G. return to school and state his willingness to continue the college course and to lay aside his ill feelings, provided the teacher would do likewise, and that permission be given to carry one additional subject each year in order that he might graduate with his first-year classmates. In the event these requests were refused, R.G. was to transfer to another high school or to a private preparatory school with a similar curriculum.

He and his father left the office, heartily in favor of this suggestion.

1. Was the principal justified in refusing R.G.'s request?

2. Did R.G.'s father take the right step in accepting the boy's views without a conference with the principal?

3. Should the counselor have informed the principal of the conference and of the advice given?

4. All facts considered, was the advice good? Is it likely that the boy will carry out the plan successfully?

11. Transferred to Another School; could not Adjust

Because of financial reverses in the family owing to the death of the father, C.H., at the age of thirteen, was obliged to transfer from an exclusive private school to a public school of a large city.

The resources of the private school permitted individual attention for every child, and development of initiative was the chief objective. In the public school C.H. was one of a class of forty children. Under the conditions it was necessary for him to work entirely as one of a group and to adhere to rather strict disciplinary rules. This the boy

found impossible to do, and he could not seem to understand that he was not free to give vent to his inclinations and emotions during recitations. He was one of the largest boys in the class, and upset the discipline to a degree that made him detrimental to the welfare of the class. He responded neither to advice nor to punishment, and as a result he was suspended several times. He was suffered to remain in school, however, until the end of the eighth grade, at which time he had reached his fourteenth birthday and was legally old enough to seek work. He was not promoted and consequently could not enter high school.

C.H. knew nothing of vocational opportunities, and although he worked intermittently at blind-alley jobs he spent most of his time on the street.

1. Discuss the social problem and policy of education, whether in a public school or in a private school.

2. Can you suggest any means by which C. H.'s adjustment might have been accomplished?

3. In view of the law which demands that all children must remain in school until the fourteenth year, what can the school do with such a child?

4. Can you suggest any types of work in which a boy with no sense of teamwork might be successful?

5. What could a continuation school do for C. H.?

6. Do you think that C. H. might have found adjustment easier in a high school?

7. What value might have come from an intelligence test or from a mental examination?

8. Discuss the proposition, frequently stated, that more initiative is required of pupils in large classes than in small.

12. A College Freshman with Five Years of Superficial Work

W.G. is eighteen years old; his sister, two years his senior, is a junior at college. The family is anxious that the boy should have a college education, although it entails sacrifice. The boy is desirous of pleasing his parents and his sister, of whom he is particularly fond. He has worked, however, on the supposition that superficial work or "bluff," combined with a suave manner, will accomplish more than sober, solid work.

He finished his high-school course in four years, and during that time, without any exertion on his part, was given many honors. This was accomplished by means of a pleasing personality, which is more or less studied.

Lack of exertion also characterizes W.G.'s work outside of school. He has been able, with little effort, to pick up a substantial amount of money. He has been particularly keen in detecting such opportunities. Labor conditions have changed, however; and during the past summer he gave up three jobs, spending the greater part of the summer in idleness because he was expected to work hard for the compensation given.

W.G.'s first great failure has come in his inability to enter the college of his choice. This choice has been actuated simply by his desire for prestige. He still hopes to make the college by transfer. He has not decided on a vocation.

The boy's parents realize the fact that he is putting little of himself into serious work, but feel rather proud of his small, though unearned, successes.

Through great effort on the part of a counselor friend the boy has temporarily been deprived of privileges because of poor reports from school. This has caused spurts of enthusiasm for study.

The boy is really well disposed and has a high moral standard, so that conferences held with him in which stress was laid on the uselessness of a slacker's life and the danger of ultimate failure have acted as stimuli. Perhaps the greatest spur of all has come through fear of the ill opinion of his sister when he meets with failure or near failure because of his unwillingness to do serious and thorough work.

Since his entrance into college he has given more time to study and has made no mention of personal interviews with instructors, through which he gained high marks before.

The case suggests the necessity of teaching our high-school pupils the difference between "getting by" and "making good." It also emphasizes the fact that instructors often fail to differentiate between personality and scholarship. This eventuates in a twofold injury.

1. Would it have been well to awaken the instructors to the boy's mode of procedure?

2. Would any particular type of literature help this boy?

3. Would it be well to try to influence such a boy in the choice of a vocation?

4. Can anybody in particular be blamed for this boy's distorted view?

5. Was his earning of money detrimental? If so, what barriers should be thrown about the activities of children along this line?

6. What use could have been made of the special relationship existing between brother and sister?

13. Lacks Initiative or Interest in School Work

B.S., a girl of fourteen in the first year of a private secondary school, was reported as failing in all her subjects. The counselor came in contact with her in a class in English.

B. was an only child, and before coming to school had seldom been away from the small New Hampshire farm on which she was born. She had had no social contacts, and as she was rather overdeveloped for her age she found such contacts hard to make. She was sensitive to derogatory remarks by other pupils. She enjoyed reading because, as she said, it made her less lonely. Her teachers felt that she was hopeless because she failed to make intelligent responses in class and in many cases failed even to attempt written work. She did not think she had the ability to do the work as well as others in her class and therefore refused to try.

The girl's rank in a group intelligence test showed that she had good average ability. In conversation outside the class her responses were embarrassed but quite intelligent.

The problem seemed definitely one of instilling confidence so that the girl might meet her classroom situations in a normal way. First, she must gain self-confidence in her ability. Through an informal conference on some outside reading in English the counselor was able to demonstrate to B. that she really had a greater appreciation of the book she had been reading than most of her classmates had. By gradually reviewing the past work in English she convinced herself that she actually knew the material of the course as well as did other members in the class. She

was induced to write a review of a book in which she was much interested. The favorable comment which this received from the class when read aloud to them strengthened this new belief in her ability. Secondly, the opinion of the teachers must be changed so as to give the pupil a fair chance. The problem was discussed with the girl's teachers, and their coöperation secured. Thirdly, the barrier of student opinion must be broken down. Pupils were referred to B.S. for explanation of obscure points in literature. She was given an opportunity to demonstrate to the class her ability to handle material on which her most persistent "tormentors" had failed. She was given a part in a student program and coached carefully to insure success. Through the voluntary coöperation of one of the students in inviting her home for a week-end she made a beginning in social contacts with her fellow students.

A marked improvement was noted from the first in B.S.'s attack on her school work. At the end of the year she had failed in but one subject, general science, and had received better than average grades in two. Instead of being indifferent to her class work, she enjoyed the class activities and was among the most frequent to volunteer. Her contact with other students, although far from normal, was much improved, and the attitude of ridicule on the part of others was gradually changing to that of respect. She returned to school voluntarily for the second year, a step which she had previously declared she would never take.

1. How might this case have been handled so as to secure better results?

2. How much coöperation is it desirable to secure from students in a case of this kind and what safeguards must be used?

3. What plan can you suggest for orientating a pupil who has a similar background?

4. What suggestions can you offer to teachers to make sure that a case of this kind may not become a permanent failure?

5. Are teachers' marks always a fair index of the pupil's ability? What can the teacher do to check his judgment of a pupil's ability?

6. How much is failure in class due to lack of initiative?

7. Is lack of initiative ever an adequate explanation of failure, or is failure a result of something more basic?

8. What effect has early environment or pre-school influence on initiative in school?

9. Is the school responsible for discovering causes for apparent lack of initiative?

14. Has Attitude of Merely Trying to "Get By"

Anna, although having an I.Q. above the average, did only enough elementary school work to "get by," for her popularity with both pupils and teachers made it easy for her to have much of her school work done by others.

When Anna entered the high school, her marks, to the astonishment of herself and her classmates, were below the average, and at the end of the freshman year she was conditioned in Latin and algebra. She became discouraged and decided to leave school and go to work.

Her counselor, however, after consulting Anna's previous teachers, discovered the probable cause of her failure, discussed the matter with her, and aroused her pride and sense of honor, with the result that Anna returned to the high school, and before the end of the second year was the leader of her class.

1. How could Anna's failure in the high school have been prevented?

2. Can the "get by" attitude be capitalized in education?

3. Can the "get by" attitude be directed into a valuable channel in the occupational world?

15. Capable Student Unwilling to do Good Work

A young man twenty years of age, graduate of a reputable high school, having a good record for the freshman year of college work and in the early part of his sophomore year in a teachers' college, became unwilling to do good work. His teachers knew that he was capable. They reported him to the dean for investigation.

The dean of men became his counselor, collected all records of the student's work, and called him in for conference. When his good record in the past was placed before him, he explained his present failures by saying, "I know that I'm not trying."

The counselor encouraged the young man to talk freely about the situation. In this way he learned that the parents in this case had furnished little guidance to their son, but had permitted their own ambition for the boy to blind them to his likings. The parents were teachers, and they expected the boy to become a teacher. They seemed to think that he would succeed as a teacher because he was able to make good grades in school work. This was the view of his parents which the boy presented. He said that he would not have reëntered school in the fall if his parents had not practically forced him to do so. He felt certain that it would be impossible for him to make himself study the courses for which he had signed up. The lack of flexi-

bility and variety in the program of studies prevented an arrangement with which he could be pleased.

When asked what he wished to do in life, he answered, "That is just what I want to know." He knew nothing about occupations, except teaching, and he could not bear the thought of teaching. He deplored his lack of specific interests. His willingness to remain in school but not to study was based upon his desire to obey his parents and upon his uncertainty about what he would do if he should withdraw.

The counselor and the boy agreed to call the parents into a conference. At the conference the parents allowed the son to leave school and go to work with an uncle who was a contractor and builder. The parents were not kindly disposed toward the boy; it seemed that they were ready "to wash their hands of the affair." The boy left school and went at once to begin work with the uncle.

He remained with the uncle only three months. For the past few months he has been working on a ranch at different kinds of jobs. He writes to the counselor that he has not found anything that interests him, and that he has about decided to "worry" no longer over the matter, but to "drift, like the other fellows, happily down the trail."

1. What further data might have helped in this case?
2. What resources should have been open to the counselor?
3. What would have been the probable result if the boy had remained in school?
4. Have such miscellaneous experiences outside school been wasted?
5. How may the counselor proceed further in this case?
6. What can be said of the parents' attitude?

16. Cheating in School Work

J. H., sixteen-year-old senior, college preparatory course, handed in book reports which were not his own work. As a result he was called in for conference.

This boy had been failing in French and English. His written work in algebra was good, but his class work was poor. He apparently had ability, but was considered lazy by his teachers. He had applied for admission to Antioch College, but had been refused. This was a surprise to the boy, as his grades the first three years were above average, and his references were good. When asked why he had cheated in this particular instance, J.H. angrily denied guilt. Confronted with the evidence, he defended himself by saying that everyone else cheated. He said he hadn't had time to do the work assigned. This was untrue, as he did not participate in athletics or other outside activities and "loafed" more than other students in the study hall.

The boy had evidently acquired habits of minor dishonesty, which, unless checked, might furnish a basis for more serious difficulties later on. The problem presenting itself was how to break down these habits, and at the same time instill more desirable habits to overcome his "natural laziness," as the teachers and others called it.

The plan of procedure involved four possible methods of approach: first, the student was given a friendly talk in which he was shown the effect of habits of dishonesty on his future career. This apparently aroused some response. Secondly, his teachers were warned to be particular to check up on his work for possible cheating. Thirdly, one of the students from whom J. had received much help was

shown the harm of such help, and he agreed to cease giving it. Fourthly, a letter was written to an adult friend of the boy and her coöperation enlisted.

A report from his teachers a few weeks later showed that J. was doing poorer work in mathematics, that in French two assignments had been returned because of cheating, and that in English one further attempt to cheat had been stopped. Failing in these subjects, an appeal was made to J. that he should stop trying to cheat and should get to work in order to graduate. He broke down, wept, and confessed that the habit had grown on him over a period of years, but resolved to try to work honestly. As an incentive certain specifications were set as conditions for graduation. One of his friends, a normal-school teacher, offered to give him special coaching during the spring recess.

J. failed in the final examination in French, also in the reëxamination. In spite of the fact that a dishonest paper was handed in a few days before the final examination in English, he was given a chance to take this examination, and failed. He made no use of three days given him to prepare for a reëxamination, and again failed. In both cases special precaution was taken to prevent cheating. He passed in mathematics. The counselor recommended that the boy's diploma be withheld. After the faculty had approved the recommendation, the principal announced that the boy had repeatedly broken his word in regard to smoking, but that he had not brought the matter before the faculty sooner, his purpose being that the boy might be given more than a fair opportunity to make up his work and graduate.

1. What suggestions have you for handling a case of this kind?

2. What factors might be responsible for habits of dishonesty in school children?

3. Should the boy have been graduated in the hope that these habits would disappear of themselves in college?

4. What questions on school administration does a case of this kind raise?

5. Have fellow students any responsibilities in a case of this kind?

6. Should greater severity have been used? If so, why, and how?

7. This case was diagnosed as "natural laziness." Discuss this explanation.

17. In Danger of Leaving School

Henry, a boy in the third year of a college preparatory course, was interviewed by the counselor because of poor work in subjects in which during the early part of the year he had shown exceptional ability.

The boy was from an isolated New England farm, but for two years had had the advantages of a large city high school. He left this school because of dissatisfaction and entered a small private school. He was partly self-supporting, but his parents were interested in him and willing to help him as long as he cared to continue school. He had an I.Q. of almost 140 and was considered by his teachers and fellow students the brightest boy in school. He was not sociable and was cynical in his attitude toward school and his fellows. He disliked most of his teachers and took delight in making them conscious of the fact. He had earned the nickname "Gramp" because of his

awkwardness in group games. He was interested in nature, and knew the flora and fauna of the region better than anyone else in the community. He was also interested in literature and had read extensively.

When interviewed he said that he was tired of school in general and especially of being in classes with teachers whom he hated and could not respect. He wanted to go back to his father's farm to work. He laughed at the idea of going to agricultural college to prepare for farming, saying that he wanted to become a real farmer, not a "book farmer."

Reasoning with the boy seemingly had little effect on his general attitude. Suggestions for increasing his social contacts were not acted upon. He refused, for example, to participate in a winter carnival where his ability on skiis and snowshoes would have won points for the school and given him a better standing in the eyes of the other students. He would not attend school social functions nor would he take the responsibility of editing the literary department of the school paper, a task for which he was exceptionally well fitted. He refused to try out for the school play, although he had good dramatic ability and could easily have taken a leading part. He had earned and been given an extra promotion in English, but after repeated warning had to be demoted to the third-year class again because he would make no attempt to do the work.

After he showed open defiance to one of his teachers the father was called in for consultation. He said that if the boy left school or gave any further trouble his schooling would be ended for good, and that he would give him all the farm work he could do.

This conference had only a temporary effect on the boy. Since the school offers a strictly college preparatory course, and since the boy showed no interest in the work of other classes or in transferring to another school, no change was made in his schedule. The counselor suggested reading, which was apparently enjoyed, and occasionally asked the boy to criticize striking bits of original writing, but could not get him interested in developing this ability further. Conditions were so serious that the principal considered the expulsion of the boy his only remaining resource.

1. As counselor in this case, what further specific suggestions for dealing with Henry can you suggest?

2. Why should you expect these to give better results than anything already tried?

3. What factors can you think of that might be at the bottom of this boy's dissatisfaction? Which of these factors can be remedied? How?

4. Discuss the justification of keeping a boy in classes under teachers for whom he has no respect and whom he "hates."

5. In view of the fact that there was only one teacher in the faculty under whom Henry liked to work, discuss the advisability of excusing him from classes under teachers whom he disliked.

6. To what extent is the school responsible for a case of this kind?

7. Discuss the possibilities of the boy's ever wishing to return to school if he returns to his father's farm.

8. What activities connected with the school might be used in getting Henry interested in the school curriculum?

CHAPTER II

PROBLEMS WHICH DEAL WITH STUDIES

18. Disliked to Study

G.K. graduated from the ninth grade at the age of sixteen. Although she disliked anything that savored of study, she was willing to enter high school, because graduation from high school had been a family precedent, and she seemed to have a vague ambition for "high-class" vocational service.

While at high school she constantly complained of fatigue when there was studying to be done, but she was always ready to attend a social affair or to do any kind of work that required little mental effort. The only school subject in which she showed much ability was drawing.

At the end of three years, after much discussion and stretching of points on the part of teachers, G. was given a diploma. She had taken a general course and was fitted for no particular work. Although her parents had worried through the high school with her, they were anxious that she should continue her education, but she scorned the idea of remaining longer in school. She stayed at home for a year, but soon tired of this and secured employment in a large dressmaking establishment. Feeling that this type of work was too menial for a high-school graduate, she gave it up, and has for the past ten years been employed by

various concerns as a clerk. She now resents the fact that she cannot secure a well-paid, responsible, and highly-respected position, but she has consistently refused to do anything in the way of studying that might fit her for such a position.

1. Should this girl have been enrolled in a strictly academic curriculum?

2. In what way could G. K.'s ability in drawing have been used as an incentive to study?

3. How might she have used her education to make dressmaking a lucrative work?

4. With G.'s dislike for study, could her artistic ability have been developed to any considerable degree?

5. During G.'s high-school career her marks were often stretched to the passing point. Do you think retardation might have benefited her?

6. In what ways were G.'s ideas about her vocational service detrimental to her progress? Was her ambition justified?

7. What value might have come from a mental test?

19. Needed to Learn How to Study

This freshman from a Western college failed in two subjects during the first semester and was disheartened because she had previously failed to pass the entrance examinations to another college. She was alert, anxious to make a success of her college life, and believed her failures were due to her inability to grasp the subject material. She had decided that she had a poor memory.

Inquiry gave evidence of the student's inability to study throughout her school career. In spite of this fact, how-

ever, for the first three years in secondary school she did average work. She repeatedly heard the phrase "You must learn to concentrate" and had no idea what it meant. In desperation she tried to learn all the important words of the lesson, but found it impossible.

During the last year of high school she studied for college-entrance examinations. She attempted to memorize the answers to questions previously given. When she finally took the examinations, she failed in two subjects. One more year given to preparatory work at a private school made it possible for her to pass the entrance requirements. During her freshman year she asked many seniors how to approach her subjects, but no one helped. She finally consulted the professor of psychology, who gave her about fifty typewritten rules, but they were not clear, and her perplexity was greater than ever.

It was evident from the student's own story that she considered the ability to study a special aptitude "possessed by a chosen few."

She was encouraged to read McMurry's "How to Study," pp. 203–209. Starch's "Educational Psychology," pp. 179–184, was also suggested for reference. Like many others she had never analyzed her reading. She had not even selected the important points. When the specific processes common to all types of study were discussed, light began to dawn.

Three months elapsed, and a change had taken place; her face was radiant. "I read all McMurry," said she, "and I have found at last the material I have been looking for during the past five years. It's so frightfully simple, why was I so stupid?"

1. What was the chief difficulty with this student?

2. Is this a common problem?

3. How should one approach a subject in order to get the most out of it?

4. Do you know how to study?

5. What books on how to study may be recommended to high-school pupils?

20. Does not Know How to Study

John, aged fifteen, entered high school with no idea of what high school meant. Most of his classmates were going to high school, therefore he thought this was the thing for him to do. His home conditions were poor. He was one of ten children, and the only one thus far to enter high school. His attendance in grade school had been irregular. Because of his irregularity and because he did not know how to study, he was barely promoted to high school. He frequently came to school so poorly clad that he was cold, and many times he looked hungry. He was undersized, undernourished, and anæmic. He was a slow thinker, but he was tractable and willing to follow directions.

John met his first real difficulty in beginning high-school English. His teacher was the kind who taught her subject rather than her pupils. John could not understand what was expected of him in composition assignments, and the subjects were frequently outside his world of experience. His poor use of English did not satisfy the demands of the teacher.

The first semester he did fair work in civics and shop work, poor work in mathematics, and failing work in Eng-

lish. He was discouraged and had decided to quit school, with no idea of what he would face in the world of work.

1. At this point what would you have advised John to do?

Near the end of the first semester the shop instructor found that John was having difficulty with his English, but it was too late to help him. He was persuaded to try high school for another semester. A physical examination showed him to be decidedly underweight, so arrangements were made at the school cafeteria for him to have a hot lunch of good wholesome food each day.

At the beginning of the second semester all students who had failed in beginning English were placed in one class, and the teacher John had had the first semester was assigned to teach the "repeaters."

The shop instructor conferred with this teacher and explained to her all that he had found out about John's home conditions, told her what was being done to build him up physically, and asked if John's English work couldn't be correlated with his shop work, in which he was showing the most interest and doing the best work. Her reply was: "This is John's assignment in English. If he does the work, he will pass; if not, he will fail."

The shop instructor showed John how to budget his time, how to outline and organize his material, and how to look up references, and discussed with him correct habits of study. John showed a marked improvement in his work as a whole, but failed in his English for the second time. He entered school at the beginning of the next year, but soon became discouraged because of difficulty with both English and mathematics, and dropped out.

2. Outline the type of work in English that you would have given John.

3. Outline some of the difficulties a teacher of English in a large high school experiences in correlating her work with other subjects.

4. Should the teacher of English have modified her course to fit John's needs?

5. John's chief difficulty was that he did not know how to study. In the high school whose responsibility was it to have discovered this and corrected it?

Two years later John was found employed in a small grocery store in the suburb where his home was located. His employer reported that John was one of four clerks, and that he was dependable, honest, and thoroughly satisfactory.

21. Cannot Succeed in Studies

John, who is spending his eighth semester in high school, failed in one subject in his second semester, three in his fourth, four in his fifth, and all in his sixth and seventh. His conduct is quite satisfactory. His health is good, though he has been frail and out of school a day or two occasionally. He lacks energy, ambition as to school, and any desire to go to work. His parents, upon conference, ask that he be allowed to remain in school in spite of his complete failure.

1. Discuss the possibilities that might favor a thorough physical examination.

2. How would an intelligence test help? a complete mental examination?

3. Discuss the moral influence of this child's high-school career.

4. What other activities and characteristics of this boy should be studied?

5. A critic of the school calls this a case of "educational murder." He points out that obviously the boy can learn, provided he is given a curriculum with method, speed, and subject matter adapted to his needs, instead of being stretched on a Procrustean bed. He blames the school for not teaching the boy success instead of failure. Discuss this point of view.

22. A Home without a Place to Study

J.B., sixth-grade pupil, fifteen years old, capable and willing, failed to prepare the home work which his teachers required. The teachers sent word to his mother to have him study at home. The principal of the high school, since he roomed at this boy's home, tried to help with the case.

Through observation of the conditions under which J.B. was compelled to work at his studies, the principal became convinced that there was no chance for the boy to do satisfactory home work. The parents had no conception of ideal conditions for study, and they were not inclined to grant special privileges to J.B. nor to make any extra effort to accommodate him. The boy realized his situation; he pretended to study while he was sitting by the common fire, with his books on his lap and surrounded by the noise of laughing roomers who were playing games with his boisterous father; and he offered no excuse when his stepmother too frequently reminded him of the bad report which his teachers had sent.

The principal held a conference with the boy's teachers

and told them of the situation at J.B.'s home. He expressed no hope that the conditions at the home might be changed, but he requested that the teachers plan work for J.B. which he could do at school. He failed to warn them against the danger of keeping the boy after school hours, when his stepmother had work for him to do.

About a week after the conference a teacher kept J.B. at school until past five o'clock. When he reached home, his stepmother whipped him cruelly. Feeling the injustice of this treatment he went to his father and told of his woes; the father slapped him and sent him away. When the principal heard of these things, he began to look around the small town for the boy. He hoped to arrange for a conference with the boy, his teachers, and the parents; but it was too late, for J. B. had caught a freight train soon after he left his father. Upon being informed of the boy's departure the father remarked, "The young rascal will soon show up at his grandpap's."

The principal soon learned from the father that the boy had arrived at the home of the grandparents, who lived so far from school that the boy was not placed in school but was permitted to work on the farm.

1. What do you think of the high-school principal's action in this case?

a. Was he right in offering suggestions to the grammar-school teachers?

b. What attitude toward the parents would have helped him in this case?

c. Should he have followed up the boy? If so, how?

2. What is the purpose of home study? Under what conditions may it be carried on most favorably? What could take its place?

3. Does law or custom make it possible to force parents to furnish ideal home-study conditions?

4. Could the father have been compelled to go after his son and to return him to the school?

5. Would such action be advisable?

23. Has Difficulty in Grasping Algebra

Walter is a high-school junior, doing good work in all subjects except algebra. He passed the first-semester algebra on the fifth trial, but says he knew no more at that time than he knew before. He has taken the second-semester freshman algebra and received an average of 20 per cent. At present he is trying again, but he has not yet done passing work. Even during the semester when he passed the first course he received notices warning him of failure, which would seem to show that the passing average was merely a reward for his long effort. He has had four teachers, has observed that their methods differ, and has a friendly feeling toward all but one of them, but he has gained no more with one than with another.

Walter's only way of avoiding algebra would be a change to the mechanic-arts course, which he says he "could not tolerate" as he dislikes all manual work other than drawing. He has taken drawing as an extra, even at very inconvenient hours in afternoon sessions.

A well-known firm of architects have told Walter that there will be an opening with them whenever he is ready, but they advise him to devote a year or two to drawing after he finishes high school. Of course his graduation has been delayed two semesters already on account of his failures.

1. Can you mention any value in the boy's spending so much time in algebra classes?

2. Should the high school provide such a course as this boy wants, with no mathematics but with all other academic subjects? How about a class in algebra taught more slowly?

3. Outline a high-school course for a person gifted in drawing, with an apparent disability such as this boy's.

4. What bad effects are likely to grow out of such a situation as this case presents? How far is the school to blame? How far are the parents to blame?

24. Has Difficulty in Grasping Mathematics

M. is a girl who has made a good school record throughout the grammar grades and is now in the high school at twelve years of age. She has never studied any lesson at home except arithmetic, in which subject she had difficulty.

In the high school she has elected the college preparatory course, because her best friends are taking it, and she thinks that she may go to college for a year or two. She now finds her algebra very difficult. It is impossible to obtain help at home, since the family are more interested in her social advancement than in her school record. However, they do wish her to continue school. At first M.'s friends gave her some aid in algebra, but the teachers did not seem to know that she did not understand the subject; she was lost in the large group.

She has become discouraged about her lessons. Some friends who are attending a fashionable private school are trying to persuade her to transfer to that school. The question has become a problem for her parents, as they cannot easily afford special tuition; meanwhile they feel

bitter toward the school authorities for not giving their daughter special consideration.

She likes music, and practices faithfully on the piano. She also does well with languages. She had a French woman as a teacher in the primary grades, where she learned poems and songs in the French language.

1. Should the girl be forced to continue algebra? Could a more flexible school program serve the requirements?

2. Would there be any advantage in a change of schools?

3. Should there be special classes in high school for those who fail in a particular subject?

4. Who should feel "the disgrace of failure" in this particular case? Might the situation have been saved by early counseling?

5. Could a preliminary, or try-out, course in algebra have been given to good advantage?

25. Girl's Interest in Boys conflicts with School Progress

Elsa, an attractive fifteen-year-old girl in the first year of high school, was failing because of her interest in boys.

She had failed the year before and had been transferred to the present school largely because her interest in the other sex had caused her to neglect her studies. Early in the year she became infatuated with one of the boys of the second-year class and was happy only when in his company. In class or study hall she gave herself over to daydreaming and romancing. Frequent quarrels, followed by flirtations with other boys, and reconciliations kept her attention on the affair, to the entire neglect of her studies.

Both individuals were reported by teachers as failing in most of their subjects.

Conferences apparently had little effect on either of the couple, and it was thought best to let the case settle itself, even though failure in class work resulted. Two months before the end of the school year the boy's interest in baseball resulted in a final quarrel which ended the affair. After pouting for two weeks, without gaining sympathy from any of her advisers and without being able to interest any of the boys in her loneliness, the girl decided to get to work, and as a result passed in all her subjects but one. The boy, because of extra study and because of his interest in keeping eligible for baseball, passed in all his work.

1. Is it good policy to allow a case of this kind to take care of itself? Why?

2. Discuss the dangers of repression in this case.

3. Since the girl had failed once because of her interest in boys, was there any reason to think another failure would cure her?

4. How serious must a case of this kind be considered by the counselor? Can it be ignored?

5. What interests can you suggest which might balance this abnormal interest in the other sex?

6. What effect might ridicule have had?

7. Is separate education a valid solution of these problems?

8. What educational value could the boys of this school derive from observing the behavior of this girl? What lessons might be learned by the girl?

9. Does this case present an argument in favor of athletics? What other interests within the school might be used to keep boys and girls from overinterest in each other?

26. High-School Senior Failing and Discouraged

Edwin, a senior in high school, says he is "in awful trouble" about his work. The boy has three times failed to be promoted during his course and is now disheartened by the approach of another failure. To hasten his graduation he is taking a heavy program; but he is failing in the required history course and in two other subjects, yet he gives time to the school orchestra and band.

This boy has had difficulty since entering high school. During his sophomore year he seemed to try hard and gain little. His conduct is satisfactory at present, but was a constant source of annoyance at that time. Teachers who worked with him alone found him able to understand for the time being, and a Binet test showed him to be of high-average intelligence. One teacher recommended an expert mental examination, but the suggestion was not taken. His parents placed him in a private school away from home, but took him on a trip at the end of the term and let him attempt to pass examinations for his credits. He failed, and returned to enter the junior class of his former school.

At present those who watch Edwin are convinced that he deceives his family about the time he spends at school for extra help. His mother has always conferred with his teachers, has insisted that Edwin is a hard worker, and has enlisted their sympathies and sought to make conditions pleasant for her son. His reports on examinations now show a distressing lack of directed thought and attention to the question in hand, and his teachers believe the work is beyond his capacity. The mother is trying to convince

his teachers that he has, nevertheless, a knowledge of the subjects and ought to be passed.

1. What arguments can there be for letting a boy who has failed take a heavy program? Would they apply to this case?

2. What advice would you give Edwin?

3. What influences do you think his mother has had upon his school career?

4. Who is responsible for this boy's rather unhappy high-school career?

27. Boy Failing and Discouraged in School Work

Tony, a twelve-year-old boy repeating the second grade in a large school, has been recommended by two principals for transfer to a special class for mentally retarded children.

The boy has repeated the first year of school and is now repeating the second grade for the second time—this time, however, in a new school under a different teacher. His new teacher and principal agree with his former principal that the boy is lacking in intelligence and that he cannot profit by further repetition of the second-grade work. The boy cannot read or do the simplest problems in addition. His principal suggests that Tony will gain most if he is transferred to the special class mentioned above, where he can remain until he reaches the legal age for leaving school.

Tony's mother speaks Italian only, and his father speaks very broken English. The boy helps his father with a fruit stand, which the latter owns, often taking entire charge of the stand while his father is away. He has no interest in school, and, because of repeated failure and derision, has developed a definite sense of inferiority.

An intelligence test shows that Tony has an I.Q. of 89. The test also shows that the boy is almost a total non-reader, failing to get even the simplest of word forms.

1. As counselor what recommendations would you make in this case?

2. The teacher complains that Tony has no number sense. Since he has been taught by his father to make change successfully, how would you answer such a statement?

3. Considering the language factor, is an I.Q. of 89 significant? Would you, on the basis of this I.Q., recommend that the boy be sent to a special class for backward children?

4. What effect on Tony's feelings of inferiority would his placement in such a class be likely to have?

5. If, with individual attention and different methods of instruction, Tony could be taught to read, outline a plan in your school for him to receive this training.

6. If ability in reading were acquired, what other problems would still remain unsolved? How would you suggest solving them?

28. Engineering Students say they do not Know How to Study

1. Have trouble in concentrating. No matter how important a lesson is, I am generally thinking or dreaming of other things. Hate to start. Am always tempted to take a walk, read the newspaper, or play the piano, also listen in on the radio. I drift.

2. I find difficulty in studying, that is, in concentrating either in the evening when I am tired, or in the morning when I am sleepy from having been awakened by an alarm clock.

3. Have trouble concentrating on subject in hand for more than a short period of time.

4. It is said that one should get the right spirit in order to study. "No conflict." I am naturally an outdoor boy. After studying a while (if it is some subject I do not like), skiing, skating, football, or a party of some sort begins calling very, very much.

5. I have no trouble in concentrating in scientific studies, as mathematics, physics, electricity, etc., but I cannot seem to grasp English and literature, although I did well in high school.

1. Should these cases be handled individually or through classroom work?

2. What should you do with the question of temptation as described by the student in 1? Does this involve the question of morals or religion?

3. What may be done in case of a conflict, as is apparent in the statement of one or two of these students?

4. What is concentration? Does "grasping the subject" mean concentrating? Is concentration an act of the will which "starts off" the process of studying? or is it rather a continuing attitude? How is it developed? What are the steps or factors in concentration?

5. Is there such a type as an "outdoor boy"?

6. What books should be recommended to such persons?

7. What can teachers of these students or the institution itself do to help them? What can be done by deans or by advisers? What could the high schools have done? What could the engineering school have done in the freshman year?

CHAPTER III

PROBLEMS WHICH DEAL WITH THE CURRICULUM

29. Unwise Choice of Studies on Account of Lack of Guidance

C. entered high school with the definite idea of preparing for the engineering profession. He transferred from a small country high school to a city high school about the middle of the freshman year. He told the enrollment committee at the beginning of the second year that he intended to prepare for engineering. He majored in industrial arts and mathematics and took what electives he could in the commercial course, avoiding languages and history as much as possible.

C. graduated from high school and thought that a high-school diploma would admit him to college without any difficulty. No one had explained college entrance requirements to him, and C. did not know how to inform himself, or at least did not feel the necessity for seeking further information. He elected to go to the same college that one of his high-school classmates selected, merely on a friendship basis and not because of any superior merit of the engineering course over that offered by other colleges. He presented his credentials to the college registrar and was informed that he would be admitted, but with four entrance conditions which must be removed before the be-

ginning of the second year. This was discouraging to C., but he decided to enter. At the beginning of the second year, by extra effort on C.'s part, all conditions were removed, and he completed his college course within the four years.

1. Could C. be blamed for not knowing more about preparation for college?

2. What could the high-school instructors have done to enable C. to be better prepared for college?

3. If C. knew definitely that he was preparing to enter an engineering college, do you think the commercial courses in high school were of any value to him? If so, how?

30. Difficulty in Choosing College Curriculum

M.L. finished high school at the age of sixteen. She entered the teachers' college which was located in her home town, because she wished to remain at home for another year or two. The college had not made any effort to inform the high-school students about the curriculum. M.L. had not chosen teaching for her life work, but she thought that she might wish to do so later. No plan of guidance existed in her high school. Some of her friends were planning to be teachers.

When she came before the registration committee at the college, she discovered that she was expected to choose some one of the many curriculums. A member of the committee explained the situation to her, but she was unable to choose at once. She talked with some of her friends, and decided to sign up for the same curriculum which they had chosen.

At the end of the fall term she had decided that another curriculum would please her more. She was allowed to transfer. At the present time it appears that she is well placed.

1. What should have been the relation between this college and the high school of that city and of other cities which sent pupils there?

2. Outline a plan of orientation for freshmen in a teachers' college.

3. Was this transfer of the student to another curriculum justifiable under the circumstances? If so, why?

4. When pupils have a vague idea that they wish to follow the vocation of teaching, should they be encouraged to go to a teachers' college to discover whether or not they should choose teaching for a life work?

31. Needs to Transfer because of an Unwise Choice

F.C., aged twenty, was a small-town "corner-drug-store loafer." He entered military service. When discharged from service he was offered training under the direction of the government. He chose to prepare himself for the teaching profession, since he felt that he should choose professional training because most of his forbears had been professionally trained and since his home was located near a state teachers' college.

During the first two years he showed an indifferent attitude toward college, and his grades were mediocre. He still spent much of his time at the corner store.

An instructor in the industrial-arts department discovered that F. was "hanging around" the shops, asking questions of students regarding the work. The instructor

reported this to the boy's adviser, who, in subsequent conference, advised F. to elect a course in industrial-arts work. By the beginning of the fourth year F. had developed an interest in his school work through having helped other students and different organizations to make equipment for plays and other school activities. He changed his objective from that of elementary teacher to that of industrial-arts teacher, even though this prolonged his college course. He now spent most of his time round the college buildings, engaged in his regular work and extra-curricular activities. He thus came in contact with students and members of the faculty whom he otherwise would not have known. He no longer had time for the corner drug store and its habitués.

1. What could the teachers' college have done toward helping F.C. to find himself sooner?

2. What could he have done sooner that would have helped him to solve his problem?

3. Specify how and why loafing or aimless drifting affects one's life career.

4. How can loafing or aimless drifting be corrected?

32. Unbalanced Program

P.D., matriculating as a college freshman, registered for five courses: the required mathematics, English, and Latin, and the electives Greek and German. On being told that undertaking the study of two new languages at the same time often brought difficulty, and that her program did not seem well balanced, she justified her election by saying that her father wished her to specialize in languages.

When the time came for making elections for the sophomore year, she registered for the required course in English and for four courses in the sciences. She explained that her father had yielded to her wish and was willing that she should take whatever courses she chose. She was persistent and was allowed to follow her choice. For the junior year, however, either from more mature judgment on her part or from the effect of the comments she had heard, she presented a more balanced program.

1. What constitutes a "balanced program"?

2. What are the advantages and disadvantages of such concentration in the freshman year?

3. How much guidance may wisely be given in the choice of a program? How should it be given?

4. What influence should parents exert on the choice of studies?

33. Poor Preparation for Present Curriculum

C.R.N., aged fifteen, was a pupil in the seventh grade in a one-room rural school. He was large for his age, good-looking, attractive, and well-mannered. He was careful of his personal appearance, courteous toward others, and had an ease of manner above the average for a boy of his age. In all his school work he showed marked ability in devising ways to make things that required the use of his hands. This ability could be attributed to his home training on the farm. His academic school work was far below average. He was particularly interested in natural science, but could not express this interest in his written work because of his inability to write. In expressing himself orally he showed that he had plenty of ideas, but his use of gram-

mar was a serious handicap. He was fond of athletics, and on the playground demonstrated his ability as a leader.

C. was the oldest pupil in the school and much the largest. He looked out of place, and at times felt out of place. The only three pupils who were anywhere near his age were ready for promotion to high school in a county-seat town close by. The teacher felt that it would be a mistake to leave C. in the rural school another year; and as there was no junior high school to which to send him, she made arrangements with the high-school principal to admit C. to the senior high school on probation. The teacher explained the situation to C. and to his parents. They all agreed that the solution of the problem depended upon C.'s putting forth an effort to overcome his difficulties. His father agreed to allow him more time for study at home, and his sister, who was a senior in high school and a good student, agreed to help him in his school work.

C. entered high school, and for the first few weeks honestly tried to do his school work. Soon, however, he was "taken up" by the "smart set," and his social activities, combined with his football practice, left him insufficient time to devote to study. As a result he failed in two subjects.

C.'s father discussed the situation with the principal, who thought that had C. attended to his school work regularly he could have made passing grades. C. was called in, and principal and father impressed upon him the reasons for his failure and its seriousness. It was agreed that he should have one more opportunity. C. succeeded in making passing grades in all his subjects the second semester and is now continuing his high-school work.

1. Is it fair to the other pupils and to the already overworked high-school teachers to promote a pupil as poorly prepared as C. was?

2. Since C. felt his inadequate preparation for the seventh grade, was it fair to him to increase that feeling of inadequacy by promoting him to high school?

3. Could you justify the transfer to high school even if C. should take five years to complete the high-school course?

4. What other solutions can you offer for this case or for similar cases?

5. What safeguards, so far as fellow pupils and student activities are concerned, should be provided for such a boy?

CHAPTER IV

MAKING A CHOICE OF SCHOOLS AND LEAVING SCHOOL

34. Transferring from One College to Another

R.N., with an I.Q. above average, completed his elementary education in a training school conducted by a normal school. He next went to a junior high school. Here he had what he called a good time.

He advanced to high school, and in his last year began to realize the need of earnest study. He completed his senior year with an average of B in five subjects, contrasted with an average of D plus in each of the preceding years.

During his senior year he had for companion a boy who had to work a large amount of time out of school. This boy interested R.N. in a certain college. Disregarding his father's advice, R.N. registered there and was admitted. In the summer he "hiked" his way from home to college.

There he enrolled on the alternate five-week basis. He was assigned to pick and shovel with a group of Negroes about fifteen miles from college. He wrote his parents to the effect that although the work was disagreeable he was willing to continue. At the close of his work period of five weeks he reported for study. During this period he learned that he would have to continue the same work throughout the year.

Intensely dissatisfied, he wrote home declaring that he had made a great mistake. At the same time he reiterated his determination to get a college education.

His father explained these facts to the officer in charge of admissions at a college of business administration, saying that he wished the boy to transfer to that institution.

1. Should colleges admit students without correspondence with parents?

2. Under the circumstances should the father have visited the college with his son?

3. Should the college have put the boy to work in such an environment?

4. Was the boy justified in objecting to his work assignment?

5. Should the second college accept the student without the approval of the first college?

35. Difficulty in Choosing a Technical School

M.A., a boy of twenty, in the fourth year of a college preparatory course, came to the counselor because he could not make a choice of technical school.

M.'s vocational objective was some form of engineering; but since he had been out of school so much in order to earn his way through high school, he did not think he could afford the time or money for a four-year course in a standard technical school. M. wanted to get in contact with a place in which he could earn his living and at the same time get the training desired. He was a brilliant student in mathematics and science and had worked successfully as a mechanic and as an electrician. Temporary interest in a girl whom he wished to marry seemed to be

the real reason why he did not want to go to the school he had previously selected.

The boy was advised to write for catalogues to a few of the schools he had considered and was helped to estimate the yearly expenses for attending each. He was also shown the possibility of earning his way through certain coöperative part-time engineering schools. To counteract the idea of quitting that he might get married, he was shown the ultimate value of a thorough technical training over "pick-up" training received on the job. To give him a better background for choice within the field, he was advised to read books on various phases of engineering. He was interested in the reading, and by the end of the year had decided to enter the engineering school of the state university, where tuition was free, for two years and then go to an Eastern engineering school for a final two years in marine engineering.

1. Is the age of twenty too old to begin one's technical training?

2. What other possibilities would be open to a boy of this kind?

3. Discuss the boy's decision.

4. Should the boy have gone to an engineering school if he had not decided on the type of engineering he wished to study?

5. Is the idea of marriage or of intended marriage a real complication? To what extent must it be considered in vocational guidance?

M.A. was seen in the middle of the summer following his graduation. He had decided then to take a part-time training course with an electrical company.

6. Comment on this change of plan.

7. What should the counselor have done?

36. Difficulty in Choosing a College

During his senior year in high school Dick began to try to choose a college. All the seniors had been advised by the faculty sponsor to write to colleges for catalogues. Dick was a likable boy, clean in his habits, polite, athletic, and serious. His parents possessed wealth, and he had never been made to feel that he should think of an occupation for himself. His parents were not college graduates, and they had never talked college with him. He knew that his scholastic record would permit him to enter almost any college.

He came to the sponsor to talk over the situation. He said that he had never liked the classical course, which he had followed, that baseball had got most of his enthusiastic interest, and that he had no idea of the kind of course in college which would please him. He knew that he would be welcomed by the athletes in any college, but he wished to have a good standing in other ways. He had studied all the catalogues which the other students had received, but this had not helped him to make a decision. He was advised to talk with his parents about his future occupation. This did not result in any progress. The parents had thought as little about this matter as had Dick. He would have been willing for the sponsor to choose a college for him, but the sponsor felt that it would be better for Dick to make the choice, even if he had to wait until the middle of the summer. When school ended, and the sponsor went away to a permanent position in another town, Dick was left to make his choice as best he might.

After school was out, Dick decided upon the pal with whom he preferred to go to college. At college he won

much praise through his performances on the baseball diamond. He told one of his friends that he "might as well be a baseball player as anything else."

1. If Dick should remain in college for three more years, what guidance should be furnished him?

2. Should the sponsor have kept in touch with the boy, even though both had severed their connection with the high school?

3. What would you suggest for a guidance plan for cases like this?

4. Should high-school students be advised to write to several colleges for catalogues? What alternatives could be used?

37. Choice of College

J.W., a senior in high school, was considering the choice of a college. He had made a good record, and the teachers believed that he might easily have led the school in scholarship during his whole course; but he had not done so, apparently being so well satisfied with the knowledge of his ability that he did not trouble to exert himself. Believing that competition with a large number of specially selected boys from many schools might call forth his unused powers, his principal advised him to enter the large university in a neighboring city. His parents left the decision to the boy. Whether he was not inclined to exert himself enough to attract attention to his scholarship in the university, whether he preferred to be a leader in a small group rather than an inconspicuous figure in a large body, or whether he preferred the more moderate charges of the small institution,—for whatever reason, he selected the small, denominational college. He went through the four

years without special distinction and is now an inconspicuous member of his community.

1. Was the principal probably correct in his judgment?

2. May the youth have reached his peak of ability in the preparatory school, and if so, would he have remained an "average" individual even had he been subjected to the stimulus of the greater competition? Is there any way of determining this? What about tests?

3. What should determine the selection of a college?

4. What are the risks in mistaken choices?

5. What methods may the high school and the college use to persuade students to higher scholarship?

6. What effective appeal might have been made to this boy?

38. A Choice of Higher School involving Occupational Choice

E.M., eighteen, is the youngest of five children, a senior in a private school. Two brothers and two sisters were graduated from the school and are college graduates; the brothers are now in business, and the sisters are high-school teachers. The father, now retired on a farm, was headmaster of the school, and the mother was a teacher in the school. The mother asked the counselor, not associated with the school, for advice concerning the young lady.

E. spent two years in a public high school, classical course, prior to entering the private school. Her scholastic work was average, although her brothers and sisters did better than average work. Her parents wish her to go to college, but E. has no choice. Conferences with her have brought out that she believes she will "drift into teaching,"

as did her sisters. She expresses the thought that primary-school work would be the only type of educational endeavor of interest to her. Social work makes a slight appeal, but the necessity of a college training lessens the interest. There is an opportunity for a try-out in this field at a neighborhood house, and she was advised to avail herself of it during the vacation period. She has no desire for a business career. She does not like to study, although she never shirks her work. E. has a sociable and pleasing personality, is home-loving perhaps in the extreme, and is enthusiastic when her interest is aroused.

The mother believes that if the girl remains at home for a year after graduation, it will benefit her and aid in the adjustment of the case. The parents have no plan for E., believing that she will find herself, as did the sisters.

The counselor recommended consideration of a two-year normal-school course, which the parents looked upon with some favor, but they are anxious that E. go to college, realizing, however, that at the completion of college she will "drift into teaching."

1. How can occupational information be given to this girl?

2. Should the girl remain at home for a year before going to a higher type of school or college?

3. Should E. go to a college of liberal arts or to a vocational type of school or college?

4. What try-outs can you recommend for this young lady?

5. Would guidance in the freshman year of high school have been of value?

6. Are the parents wise in believing she will find herself, in view of the experiences of the sisters?

7. Is this a case where guidance on the part of those outside the family will be helpful?

8. What other data are necessary before a choice of school or college can be made by E.?

39. Leaving School limits Opportunity

Fred announced to his principal in February, 1914 (this being his senior year at high school), that he was leaving school. The principal, knowing that Fred's marks averaged 80 per cent, argued with him and urged him to stay, but without success. He had decided to accept a position at a soda fountain in a large department store at $12 a week, which was at that time a large wage for a boy leaving school.

When the principal said good-by, he asked Fred to promise to come to him if he ever felt that he had made a mistake. The boy promised.

Four years passed, and Fred appeared, in great trouble. He wished to enter aviation service and needed evidence of having graduated from school. Was there no way out? The interview finished with a frank confession on the boy's part that he had regretted his step in 1914 inside of three months' time, but that pride had kept him from admitting it. He was earning between four and five thousand dollars at a jobbing business in the candy trade, but he was not happy. Somebody who had completed a school course was always able to go just a little ahead of him, he said, and there was always some desirable position just beyond his grasp. A few months more of school would have enabled him to serve his country in the way he wished to do.

1. Can you suggest any way of keeping such a boy in school?

2. Is it usual for a boy doing good work to leave school during the senior year? Discuss possible causes for his leaving which may not have been revealed to the principal.

3. What about a follow-up system in this case? What might have happened three months after the boy left school?

4. What can be done to overcome this feeling of pride that stands in the way of a pupil's returning to school?

5. Did the boy have an exaggerated idea of what school graduation will accomplish?

6. Is it good psychology to exact of children a promise such as this when they are leaving school?

40. Choice between School and Work

Anthony, the oldest son in an Italian family, finished the eighth grade at the age of thirteen. His father, an unskilled laborer not always steadily employed, felt that the boy should leave school and help to contribute toward the support of the five younger children. Anthony was robust and energetic, although small in stature. From the time the law would permit him to carry a bundle of papers he had earned his few pennies each day. By the time he finished the eighth grade his average earnings from his three paper routes were $6 per week. He was an excellent student in school, always punctual, interested, and thoroughly dependable. He did his part in the games on the playground. He was fond of music and was an inveterate reader, usually choosing something that would add to his general information. Although his school grades did not rank him as the best student in school, his intelligence test gave him an I.Q. of 135. He knew very little about

the need for, or the value of, a high-school education; he wished to go to high school because he liked school and because most of his classmates were going. Recognizing his father's objection to any further schooling and realizing the need of his help at home, Anthony reluctantly gave up the idea of high school and announced his decision to his eighth-grade teacher just a few days before school closed.

1. If you had been Anthony's teacher, what would you have done to help him?

2. What could Anthony have done to solve his own problem?

The high school held an open evening to which all eighth-grade pupils and their parents were invited. Anthony made no plans to attend this meeting until a neighbor (the mother of one of his classmates) called at the home and insisted that Anthony and his father should go. She made a definite appointment to call for them. She also interested two high-school teachers in Anthony's problem. These teachers showed Anthony and his father the entire school plant and then explained to them the value of a high-school education. They also pointed out that if Anthony worked full time he would probably earn very little more than he was now earning with his paper routes. Another interested neighbor promised Anthony an afternoon and evening job with the Western Union as inside messenger boy if he could learn to operate a telegraph key during that summer vacation. In the autumn Anthony was able to pass the proficiency test and started on his new job at the same time that he entered high school in the fall. This job paid him a little more than his paper routes and gave him some time to study when not busy "on the job." His record in high

school was a little above average, but his record with the Western Union was an enviable one. By the beginning of the second year they had employment for him every minute he could spare from his school work, and his pay increased accordingly. At the beginning of his senior year the company offered him an excellent opportunity at full-time employment, but Anthony returned to school and finished as he had planned. He then accepted a full-time position with the Western Union, worked for them that summer, decided to go to college, and resigned. With less than $200 in the bank he enrolled in the engineering department of the state college with no definite idea of how he should support himself. He turned naturally to the thing he knew best, and before the end of the year was regular night operator for the Western Union. He finished his electrical-engineering course with honors and accepted a position on the engineering staff of the Western Union in their division offices.

The visit of the father to the high school resulted in the father's being employed as janitor, which gave him regular work, and enabled him to support his family better.

3. Anthony's going to high school was due principally to the activities of the Parent-Teacher Association. Discuss other ways in which organizations of this kind can be helpful to the pupils.

4. Outline plans whereby the grade school and the high school can make contact with each other to further the desire of the grade-school pupils for high school.

5. Discuss the value of junior working experiences, such as Anthony's Western Union job, as a means of try-out.

6. Discuss the values of advertising education through visiting days and other devices.

41. Work versus School

This is the case of a boy who left school at the age of fifteen before finishing the sixth grade. The father had died when Fred was very young, and the family in making adjustments found it necessary to move several times, and because of changing schools so frequently Fred was retarded. He did his school work easily and satisfactorily. He was alert and courteous, had good manners, and was always careful of his personal appearance.

Shortly after he left school the principal called upon the boy's mother to ask her to use her influence to have him return. He was earning $65 per month, and no argument could convince his mother that further schooling would be of any value to him. Fred did not return to school, although the principal argued that without further schooling he would probably never be able to earn more than his present wage.

Three years later the mother called at the school one day to consult the principal regarding Fred's younger brother. In the course of the conversation the principal inquired concerning Fred. Without answering directly, the mother wished to know how much preparation it required to become a teacher and how much salary the teacher received. She was told that it required at least two years of study in addition to high school, and that the teachers in that building were receiving about $75 per month. She then informed the principal that Fred was at that time earning $125 per month working at a soda fountain, and that she was glad he had not returned to school.

1. Outline the arguments you would have used to induce Fred to remain in school or to return.

2. Discuss the problems which arise from compensation not commensurate with the amount of preparation required for the job.

3. Name other occupations in which this inequality exists. How about the carpenter and the bricklayer? What about steadiness of work?

4. Who is responsible for such inequalities? How can they be corrected?

5. Was the principal justified in using the financial argument to keep the boy in school?

42. Attractive Job takes Student from College

R. J., a young man of eighteen years, entered college with the intention of working his way through. The employment bureau of the college secured part-time work for him in a restaurant. Two weeks later one of the cooks at the restaurant left his job, and R. was offered a full-time position at $80 per month with room and board. He accepted at once.

When the dean went to him to talk over the matter, R. was courteous but unwilling to talk of giving up the job and returning to college. He seemed to be held by a sense of loyalty to the manager of the restaurant.

The dean tried to persuade the restaurant manager to advise R. to return to college, but he was unsuccessful. The manager was not pleased by the dean's visit. Other students were working for him, and he wished to treat them as ordinary employed labor.

1. What should a college student-employment bureau know about the places to which they send students for part-time work?

2. How could R.'s feeling of loyalty to the manager have been changed? Or should it have been changed?

3. What may have been some of the factors influencing the boy in his readiness to accept the job?

4. Can you suggest why he was unwilling to talk of giving up the work, apart from the loyalty phase of the situation?

5. What arguments could you advance to influence a boy of this type to stay in college? How can the college advise students of this type?

6. Would you advise him to work for the year and save his money that he might return next year on a full-time basis?

43. Needs to Know How to Evaluate Educational Opportunities

Edward, a junior in a technical division of a large high school, reached the point where it was impossible to interest him in school. He wanted to go to work, and he was quite indifferent to the kind of work he would accept or the opportunity for future advancement. Every friendly attempt that his principal made to enlighten him on the scope and problems of occupational life and the relation between education and work was met with a defensive attitude.

This boy left school and started work as a packer in a shoe factory. Sufficient time has not elapsed to show what progress he is making.

1. When and by whom should such a boy have received educational and vocational counsel? Is there any reason for delaying such guidance till the boy has completed two years of high school?

2. Should parents consent to a boy's leaving school in such an unenlightened state? What can parents do in such a situation?

3. In the counseling, how much has friendliness and rapport to do with such a case? What do you think about counseling by several people in the school in an emergency of this sort?

4. What can be said of a class in occupations as a help to a boy of this kind? Has such a class any advantage over individual counseling?

5. Is experience the best teacher for a boy who loses interest in high school?

6. Has the school done its duty if adequate guidance fails to keep the boy in school?

44. High-School Senior must Decide between College and an Attractive Job

Paul, a boy of nineteen, a senior in a city high school, was confronted with the problem of going on to college or accepting an attractive offer to become secretary to the manager of a large automobile-assembling plant.

The boy had lost a year's credit in transferring from a commercial course to the college preparatory course at the end of his second year in high school. He then planned to become an architect. He was a good student and would have been well recommended for any college he might choose. Although living at home, he had supported himself by making bird houses, which he sold at prices ranging from ten dollars to a hundred dollars. He was a leader among the "high-school crowd" at one of the popular clubs of the city, both because of his skill in sports and because of his conversation and dancing. In his senior year he became interested in and engaged to one of the most popu-

lar girls in his class. The girl had been offered her choice of a trip round the world or an education in any of the Eastern women's colleges; she chose the latter. Paul's offer of a job came from a man who had been impressed with the boy's ability in making bird houses and who had been the source of several orders for these.

Paul decided to take the job rather than go to college, first, in order to be financially able to marry when his fiancée finished college; secondly, because he thought the influence of the manager would give him rapid promotion in that industry; and lastly, because he had not made a definite choice of college and was not certain that he could be successful in architecture even though he did enter that field.

1. State specifically what guidance could have been given the boy, both before and after the decision to take the job.

2. To what extent would each of the following factors influence this guidance: (*a*) His interest and success in making bird houses? (*b*) His interest in social affairs? (*c*) His engagement? (*d*) His dependence on "pull" for rapid promotion? (*e*) His fiancée's decision to go to college?

3. To what extent do you think his financial independence in high school might be a hindrance and to what extent an asset in making a positive choice about going to college?

4. How serious must a high-school engagement be considered by a counselor? How can the counselor use such an engagement for guidance?

5. Discuss the try-out value of Paul's first two years in a commercial course. What implication has the fact that Paul was willing to sacrifice a year's credit to change to a college preparatory course?

6. Is the college girl likely to grow away from the boy who goes into business?

CHAPTER V

PROBLEMS OF A PERSONAL OR SOCIAL NATURE

45. Imperfection of Speech hinders Educational Development

C.A.B., a junior in high school, of about average intelligence, is afraid to recite. The boy is well liked by his schoolmates and is active enough in doing things other than reciting. His home life is not stimulating, as his parents, although wealthy, are not well educated.

C. understands his assignments and prepares them, but because he stutters he does not trust himself to say much. His teachers have fallen into the habit of calling on him infrequently, which hinders rather than helps him in his difficulties. His written tests are very good. His brothers, who were poor students in high school, all have good positions owing to their father's money. This has tended to make the boy less ambitious in school. He does not mingle much with the other boys and thus is not gaining in social development as he might.

1. Is a mental or health test desirable? Is it necessary?

2. What other tests might be given to him?

3. Tell which of the following alternatives might be used: recitation in private; excused from reciting; compulsory recitation.

4. What methods are used for the treatment of speech defects?

5. How can success habits be developed in such a boy?

46. Feels Superior to School Work

Arthur, an undersized boy of thirteen, was reported to the counselor because of failure to apply himself to the work of the first year in high school.

The boy had an I.Q. of over 140 and had taught for one year in a rural school before entering high school. This fact, together with his knowledge that he was mentally superior to those in his class, gave him a feeling of superiority which was augmented by his feeling of physical inferiority. He did just passable work in his classes and considered the teachers very unjust when they demanded a quality of work from him better than that which was asked of the poorer students in the class. He was a problem in the study hall, as he did nothing but sit staring sullenly ahead of him after finishing his assignments, which were usually completed in half the allotted time.

Arthur had apparently no discoverable interest. An interest in general science was killed instantly by a few words of encouragement by the teacher. He was sullen in all his classes and resented criticism or advice from any of his teachers or fellow students. The teachers felt that his attitude of noncoöperation and superior indifference was a menace to class and school morale.

1. What concrete proposals would you have made as counselor in this case?

2. Was the boy's experience in teaching of any value to him? In what way might it have been made an asset?

3. Is a teacher justified in demanding a different quality of work from different individuals in the class?

4. Should the boy be passed on the basis of his inferior work even though he meets the minimum requirements of the class?

5. The boy was the youngest and smallest boy in the school. Would you have recommended a double promotion in order to stimulate better work?

6. At the end of the year he failed in his physical-training and manual-training work. Should he be required to repeat these courses?

7. Is the boy a school problem or should the school pass the responsibility to some other agency?

47. Lacks Self-Control

J. J. completed the work of the eighth grade at the age of thirteen. The following September he failed to appear in the high school, for which he had registered. On looking up the case the investigator found that the boy's rank in junior high had ranged from "excellent" in physical training, physiology, and history to "poor" in Spanish, mathematics, and manual arts. He was credited with twenty-one diploma points, six more than required for graduation. His intelligence-test number was 110. The reports of his teachers from the kindergarten to the junior high characterized him as restless; difficult to interest, though quick to learn when his interest could be aroused and while it was held; lovable when good; often willfully disobedient; hard to discipline in that nothing made a lasting impression; impatient of correction, given to destroying his work on the discovery of errors; prone to disturb and interfere with other children; sure to cause trouble if left to himself for a few minutes, even in the upper grades; fond of good reading, especially of history.

From an almost entire lack of motor control as reported in the lowest grades, he had, in the sixth grade, won a place on the roll of honor in penmanship.

In the hope of finding some cause for his nervousness he had been examined by more than one physician, but no physical basis was discovered. He had never known his father. Up to the age of five he was cared for by a lenient woman; from that time on he and his mother had boarded in a family where there were ten or more children. His mother had frequently given him severe punishments. He attended an academy half a year; at the end of that time the Sister Superior refused to keep him longer.

1. Is it fair that a boy who needs "the entire time of a teacher" should be one of forty-five in a grade room?

2. Is it best for such a boy to attend a large public high school?

3. What provision can be made for giving such a pupil the needed attention without overburdening the teacher?

4. What suggestions can you offer to help him in attaining self-control?

48. Deafness as a Vocational Handicap

M.G. was very deaf and had a serious impediment of speech. She was the youngest member of a large family. None of her brothers or sisters had been kept at school beyond the sixth grade, but M. was sent to a boarding school for the deaf, where she became proficient in lip reading.

While at this school she met with girls who came from families better situated financially, and she acquired many extravagant habits.

For many years the whole family contributed to her support, and her every wish was satisfied. When she was about seventeen, however, her parents died, and the family separated. One brother finally found the responsibility for the girl's support thrust upon him. He had married and consequently found the burden too heavy. M. was obliged to leave school and make her home with him. She was absolutely helpless as far as being of assistance about the house was concerned and became disgruntled because of the lack of social life. Her one ambition seemed to be to marry.

Because her brother showed displeasure at her attitude she left his home and went to live with another brother, who was a paralytic. He had all he could do to support himself, so M. was obliged to look for work. She secured employment in a factory, but after a few months found the work too hard and gave it up.

She dragged through a helpless sort of existence for another year or two, at the end of which time she married a man with the same sort of physical handicap. They had four normal children, of whom M. was very proud, but she found it exceedingly difficult to provide them with the necessities, since her husband was often without employment.

1. Where would you place most of the responsibility for M.'s helplessness?

2. State the advantages and disadvantages of a specialized school for the handicapped.

3. State some circumstances under which a physically handicapped child might receive a better education in a school with normal pupils.

4. Suggest types of employment in which a deaf-and-dumb person might be successful.

5. Is there a point at which it is best to take any physically handicapped person from the environment of those in the same condition and place him in competition with normal people?

6. Can anything be done while M.'s children are at school (elementary school) to warn them of dangers that may await them?

7. Has the school or society at large a particular duty toward such children?

49. Mental Handicap

Though K.W. had shown extraordinary efficiency as a child in grammar school, in high school he failed to live up to expectations. His early ability to memorize and power to retain were remarked upon by all who came in contact with him. He was the youngest and smallest boy in his class, but far outshone all the others in scholarship.

K. completed the first year of high school as an honor pupil. During his second year his standing began to lower. He entered contests and failed. He worked harder, but secured less satisfactory results. He was just an average pupil. The boy was very ambitious, and worried over what he considered failures and spent all his time in study.

During his third year he had a complete collapse, both mental and physical. He failed in his subjects, and his physical condition made it necessary for him to give up school for more than half the year.

By the opening of school the next fall K. had regained his physical strength. He returned to school, finished his course, and entered college, but did work only a little above that of the average student.

1. How would you account for K.'s mental collapse?

2. Discuss the value that retardation or cessation of school for a year might have had for this boy.

3. Discuss the value of athletics and manual work for such a child.

4. Can you suggest other ways in which K.'s mental and nervous break might have been averted?

5. Is a secondary school ever justified in working its pupils to the extent that the average pupil is deprived of time for athletic and recreational activity?

6. Would a course in elementary mental hygiene have advantages in such a case? Should this be included in the high-school curriculum?

7. What consideration should have been given to the boy's physical development or anatomical age?

50. Guidance through Information furnished by Intelligence Test

A boy from a very good family had spent five years in high school, but with credits not quite completed for the first two years. At the request of the school people the psychologist of the school system gave him a comprehensive mental test. She estimated his intelligence quotient as 84.

A letter was written to the father, pointing out the facts in the case and stating that it was quite unlikely that the boy could graduate from high school. The father showed this letter to a member of the Board of Education and expressed his gratitude for the information. He stated that if other parents could have the benefit of such help, it would "save a lot of trouble between fathers and sons."

He stated that the boy was a good boy and tried hard, but that he, the father, had probably done too much prodding and some scolding. Now, he stated, he would be able to find the boy some kind of work which he could do well, with satisfaction to all concerned. He appreciated the effort that the boy's teachers had made, but realized that other forms of education must now be used.

This information was given out at a public meeting by the member of the Board, to the great chagrin of the psychologist, who has always counseled her assistants not to tell parents the exact score of mental tests. Her justification in this case was that the father was a particularly intelligent man.

1. Would not the school record alone have been sufficient in this case without the intelligence quotient? Is there any coördinating agency in the school which can secure a sufficiently broad appraisal of the pupil's abilities?

2. What protection can you suggest for a child who does the best he can against a parent who wants him to do better than he seems to be able to do? Is there any way of telling when a child is doing his best?

3. What justification is there for the opinion that sometimes a person who is failing consistently will "wake up" and do good work throughout the rest of his school career?

4. What possibilities are there for discovering tendencies to loaf, and what is the cure?

5. Was the school psychologist justified in giving the intelligence-quotient score to the parent? How should the matter have been handled if the parent had complained to the member of the Board of Education?

6. Outline some practical plans by which such a boy can continue his education.

51. Personal Qualities interfere with Educational Progress

A freshman of eighteen, with a brilliant mind, the valedictorian of her class in a public high school, where she prepared for college, was reported to the counselor because of her peculiar actions. Sullen and introspective, she remained in her room practically all the time outside of recitation hours. She was much annoyed when upper-class students called upon her, and would have nothing to say. She was soon ignored by them.

She had been brought up from infancy by an indulgent grandmother, who idolized her, never allowing her to play with other children, as she feared that something might happen to her. She grew up alone, with practically no social understanding. She felt that everyone looked upon her as "queer." When an infant she had evidenced peculiar traits, and would often cry if people spoke to her. The grandmother hoped she would "grow out of these spells." In high school she was called a "grind" and was left alone after the freshman year. So unhappy was she in the college community that she decided to leave and go to work. Persuaded to remain in college by an instructor who recognized her mental capacity, at the end of four years she graduated with high honors and is now teaching school. Before she entered the teaching profession, the adviser talked with her in regard to the opportunities she would have in her chosen field. When the opportunity of meeting parents was discussed, she said: "I am to be paid for teaching mathematics; my responsibilities cease when school closes. I shall have nothing to do with community affairs."

1. Might this student have been helped to develop more desirable personal characteristics? If so, how?

2. What is a teacher's responsibility to the community?

3. Should the college have recommended this student as being qualified to teach?

4. What advice might be given to a prospective teacher who declares that she will "have nothing to do with community affairs"?

52. Indifference to Personal Safety

H.G. was brought up on a farm and entered a rural school when he was almost six years old. He was above the average mentally and skipped the third and seventh grades.

An accident with the farm machinery, due to his carelessness, caused him to miss one term's work; he graduated at the age of fourteen.

His parents then moved into the city so that he could go to high school. He did especially good work in chemistry and physics, often spending his free periods in setting up apparatus for the teacher or making experiments by himself.

From time to time he was warned that he must protect his eyes and hands while working with certain chemicals, which advice he sometimes failed to take. On one occasion there was an explosion, and glass was showered all around, cutting H.G. badly about the eyes and on the right hand. The school doctor was immediately called, H.G. was taken to the hospital, and as a result of the accident he may lose one eye.

H.G. was more worried about the damage to the appara-

tus and the cost of repairs than he was about the possibility of the loss of sight. His parents, however, are consulting a lawyer and may sue the school.

1. Is the school to blame for H. G.'s indifference to personal safety?

2. What attitude should a teacher take toward a pupil who disregards his warnings?

3. What vocational advice would be appropriate for this boy?

CHAPTER VI

PROBLEMS DEALING WITH EXTRA-CURRICULAR AND OTHER ACTIVITIES

53. Athletics Interfering with School Work and Attitude

This junior in high school allows athletics to cut into his school work. He allows his opinion as to his worth in football so to dominate him that he becomes a nuisance in discipline. He is rather large for his age and is more or less of a bully. He has always had his own way in the home, on the street, and everywhere. If he is corrected in class, he hints that he would like to go to some other school. He thinks that he is not appreciated as an athlete unless he is given special privileges. He does not respect truth.

The faculty director of athletics has this lad also in his American-history class. When the office records were looked up, they showed that he had trouble with his teachers. The coach says that he does his work on the field. It is no use consulting his parents. He has a sister in the same class who will be a reliable person to consult.

He has been reprimanded both severely and kindly by the principal. The coach and the teachers have tried to help him. Time has been too short to get definite results. There have been no follow-up reports.

1. Should this pupil be taken out of athletics?

2. Is this a special case for the principal? for the coach? for the faculty adviser?

3. Can too many advisers spoil a case such as this?

4. Outline a systematic procedure for this case.

54. Failure to pass College Entrance Examinations owing to Excessive Social Activities

B.L. was graduated from high school last June at the age of eighteen. During her first two years her work was of A grade; in the junior year it fell to B and in the senior year to a C average. In the spring she was warned by the principal that it was doubtful whether she would be recommended for college entrance examinations, whereupon her mother paid a most indignant visit to the school. As a result B.L. was allowed to try the examinations, and failed. The family were astonished, blamed the school, and spent the rest of the summer in trying to get B. into college without examinations.

During her junior year B. began to take a prominent part in school social affairs, and by the senior year she was present at all town social functions. Her mother was proud of her daughter's popularity and encouraged her to accept invitations and to invite friends to her home. As a result most of her studying was done in the evening in the company of friends. One of B.'s teachers suggested to the mother that her daughter was being allowed to spend too much time on outside social affairs to the detriment of her school work. The suggestion, however, was not kindly received.

When school opened in the fall, B. returned as a post-graduate student to high school. Her interest in her work is half-hearted; she does not know whether she wants to try the examinations again or not. The general opinion of her teachers is that B. has the ability to do college work if she will make the necessary effort. Her family assume that college is the only course for her to pursue, and that the teachers are to blame.

1. Could B.'s failure have been avoided by proper counseling?

2. Has an attempt been made to find out where her real interests lie?

3. How may parents be made to realize the dangers to school work of too much social activity?

4. How may the social activities of high-school students be supervised?

5. What counseling does B. need at present?

6. Is there any other method, as, for instance, through group discussion, to make young people realize the educational problems ahead of them?

55. Interest in Radio conflicts with School Work

This is a case where leisure employments interfere with school work.

John, small for his age and not strong physically, lived in the country away from the school and consequently did not enter until he was seven years old. His school record was average.

As he grew older he developed normally and showed marked improvement in health; consequently his mother left him more and more to his own devices.

At twelve years of age he entered the seventh grade. During the year, for one reason or another, his teachers were changed two or three times and new methods were introduced. John lost interest in his studies and gratified his desire to be out of doors rather than in the schoolroom.

He became much interested in radio, and after many failures made a very good set of his own. His parents were glad to have him nearer home and encouraged his efforts in experimenting. He soon was able to make other sets, which his neighbors were glad to buy.

His teacher, however, complained that he refused to pay attention to the class exercises, that he spent many hours with his book open before him making rough drawings of his radio apparatus, and that he was failing in his school work. When not compelled to stay after school to finish his lessons he went directly to his radio shop in the barn.

When he found that he was failing in his school work he was very much discouraged.

1. How might this boy have become more interested in preparing his school lessons?

2. Under what circumstances is it possible, when planning a boy's school exercises, to utilize his interest in outside activities?

3. How might the counselor have assisted in solving this boy's problem?

4. By what plans should parents be encouraged to consult the counselor?

5. What proportion of the seventh-grade work of such a boy should be devoted to a "sitting-still" program?

56. Interest in Music causes Failure in Other School Subjects

Willard, an eighteen-year-old high-school senior, was reported as failing in most of his academic subjects, and succeeded only in his work with the piano.

The boy was looking forward to a musical career, and his ability as a pianist had gained for him a reputation more than local. He spent all his available time in practicing piano, studying musical theory, or listening to phonograph records of his favorite compositions. He was in demand for many local concerts connected with the school and felt justified in perfecting himself for these concerts regardless of the effect on academic subjects, in which he had no interest. His teachers realized that part of his failure to maintain passing marks was due to the demands of the school, but felt that he should at least be made to meet their minimum requirements if he were to graduate.

In conference with the counselor, Willard expressed greater concern at the possibility of being ineligible for the final concert of the year than he did at the prospect of not graduating, although he did want to go to college. English, French, and physics were the subjects giving him the greatest difficulty, and he felt that he could get these if he had time.

The counselor suggested that he attend the evening-study hall (not a requirement for seniors) and that he give up his phonograph concerts. To aid in this, the owner of the machine was asked to coöperate by not allowing Willard to use it. His English teachers agreed to base his assignments to as large an extent as possible on his interest

in music. It was agreed that the boy should continue his piano practice, so as to participate in the final concert if his subject marks were raised.

1. Criticize this method of handling the case.

2. Is high-school graduation desirable for a prospective musician? Is it essential? Give concrete reasons.

3. To what extent should a boy be allowed to offer music for high-school credit?

4. Should the boy have been prohibited from participation in school concerts?

5. What suggestions could you give the boy for more permanently diversifying his interests?

6. Suggest how physics might also have been motivated by the boy's interest in music.

57. Spends too Much Time on Outside Interests

G. M., a young man of twenty, devoted to music, fond of dancing and of motoring, is so averse to studying that while in the upper grades he was allowed to use musical instruments only as a reward for application to school work. His father is a minister, with experience as an editor, and a popular after-dinner speaker. His mother was formerly an efficient high-school teacher.

The year following the one in which G.M. should have graduated from high school his father was given a position on the staff of a small college, and the family moved to a new city. To avoid the embarrassment of his being in the same class with a younger sister who excelled him in scholarship, G.M. was sent to the more remote and the better of the two available high schools. His school studies

did not appeal to him, but he worked on music, under the best instructors obtainable; he would practice eight or more hours daily on a pipe organ, and intersperse that with playing on other instruments. On finishing high school he entered college, where he at once became the leader in various musical organizations. He organized a "jazz" orchestra which was often called to neighboring towns and cities. When fellow students were unable to meet the demands, he filled their places with outside people. Any entertainment which he offered was sure to be popular. But his college standing suffered. Because of his father's position his name was retained on the list of students until repeated failures necessitated its being dropped. He continued to lead the musical clubs even after he ceased to carry any academic courses, and to furnish evening programs with his orchestra. His ability and his likable qualities attracted attention, and his family's connection with the college and the community made the case one of more than local interest.

1. What can now be done to persuade the young man to secure a cultural background for a musical career?

2. Should he have been sent to a military school or to some other institution in which the time given to music could have been limited absolutely?

3. Should parents and friends have ceased their attempts to persuade him to do creditable academic work? If so, at what period?

4. Should he have been sent to a school of music and encouraged to give all his time to music?

5. Outline a method by which musical activities may be coordinated with the college curriculum.

58. Excessive Need for Self-Help

During her first year in college G. A. lived in the home of a member of the faculty and received her meals and lodging in return for her service as a mother's helper. The arrangement was fairly satisfactory until the house was quarantined and G.A. was barred from attending classes for nearly six weeks. Then she decided that she must live on the campus during the remainder of her course. But how could she meet the expense? Although her people wished her to complete a college course she could expect little aid from them, for her father was not living, and the combined earnings of the mother, an older sister, and even the grandmother barely kept the family together. A younger brother was in high school. Apparently G. A. must maintain herself—meet all her expenses by her own efforts. Her courageous efforts and her steady persistence enlisted the sympathy of those who knew her circumstances, and her efficiency and self-reliance seemed to warrant allowing her to attempt to reach her goal.

1. What opportunities for self-help during the college year are open to a woman student?

2. How much time may a good student safely give to remunerative work without jeopardizing either her health or her academic standing?

3. Is it desirable that a student needing funds should attempt to borrow money? If so, on what security?

4. Is it right to allow a student to be entirely self-maintaining?

5. How many hours of service a week should be required of a student in return for board and room? How may this amount

of service be expressed? Should the time required depend on the type of service?

6. How much jurisdiction should the college exercise over students who are self-maintaining?

59. Spends Excess of Time in Social Affairs

G.M. was a junior, capable of doing high-grade work, but she was failing in scholarship because her popularity and extreme affableness led her to spend too much time in social affairs. She had been popular all through high school and college, was a good mixer, and was liked by everybody. She was cheerful and of even disposition. Marked musical ability added to her social success.

She had apparently lost ambition, would come to class day after day unprepared, and showed signs of great fatigue. Her condition did not worry her; she took it as a matter of course and made little effort to remedy it. On three different occasions she went home ill, but it was afterwards learned that she was simply worn out from lack of sleep. One day, on the point of desperation, she willingly told her story. She was worried over her condition, but had been trying to cover it up. She was studying after ten o'clock at night and between the hours of four and seven in the morning, "the only time when social engagements are scarce." Popularity and attention given her by the other students and her extreme willingness to help out in social affairs had made it seemingly impossible to refuse engagements.

A week's rest was the first requisite. This was planned through a letter to the home, and this gave the girl an

opportunity to confer with very understanding parents. During the interim other students who had been too ready to shirk their own duties were made to realize the importance of sharing responsibility.

When G.M. returned, she was helped to plan her time; this she had never done. She kept a record of a week's duties. Her program proved to be unbalanced. An attempt was made to arouse her interest in subjects. One faculty member agreed to give her the responsibility of reporting on outside investigations. This awakened new interests.

The results achieved were marked. After the second semester G.M.'s grades were A and B. There was no going home for illness. She was accomplishing "as much as was necessary socially."

The year following this experience she was at the head of a large organization, but she had her program well in hand and was carrying the load most satisfactorily.

1. What else might have been done to help this student?
2. Was the student entirely to blame?
3. Suggest methods for budgeting one's time.

CHAPTER VII

PROBLEMS WHICH DEAL ESPECIALLY WITH THE TEACHER

60. Dislike for Teacher

G.M., a sophomore in college, modest and kind-hearted, ambitious, thoughtful, capable, and willing to do good work in school, formed a dislike for the teacher of his favorite study—public speaking. He had lived on a farm and attended rural schools until he was fifteen years of age. At this time his mother, having come into wealth because of the discovery of oil on her little farm, moved her family to a college town where G.M. attended the high school for two years and finally entered college.

His college work was never easy for him, and he was inclined to be sensitive about his difficulty in learning. He was greatly embarrassed when he approached the dean with the request that he be allowed to drop his public speaking.

In the conference with the student it became clear that he held an unwilling dislike for the teacher, a woman of much refinement and of high efficiency in her work. She had taken unusual care to help G.; in fact, her enthusiastic efforts to help him had started this dislike. He was stung by the thought that she pitied him. He believed it would be embarrassing for him if she were informed of his real

reason for wishing to drop the course; he therefore suggested that the dean tell the teacher that he had dropped the course to put the time on mathematics, in which his grade was low.

The dean permitted the student to drop the course, and told the teacher that he wished to put his time on mathematics. The teacher was greatly disturbed by the action of the student and by the dean's giving him permission to drop her course. Having found out that the student had an average grade in mathematics, she approached him, reminded him of his great deficiency in public speaking, and this made him dislike her even more. She made such continuous effort to get the student to return to her class that the dean had to tell her that she was offending the young man. She was greatly hurt and could not understand the situation.

1. What could this young man have done to remove his dislike?

2. What could the dean have done toward helping the teacher to keep the student in class and to understand him?

3. Should the dean have insisted upon the student's sitting through a conference, with the teacher as a third party?

4. What advantage might have come from a delayed action on the part of the dean in giving permission to drop the course?

5. Should the student have been encouraged to avoid informing the teacher of his dislike and its cause?

6. What actions would you suggest in the place of those which were taken?

7. Are there any situations in vocational life which resemble those described in this case? Give examples, and suggest the lessons which college life might teach.

61. Wants to transfer to a Different Teacher

G.H., a boy of fourteen years of age, is in the second year of high school. He is normal and is a good student (if he is kept busy). He is taking the prescribed college course, including mathematics under a woman teacher. His best friend is taking the same course, having mathematics under a man teacher, and the boy wants to transfer to this class.

He shows interest in most of his subjects, but lacks attention in this particular classroom. He fails to get his lessons, and then disturbs the class.

On one occasion the teacher sent him to the board to demonstrate a problem in geometry. He began with a method quite different from the one suggested by the teacher. She told him that he could not solve the problem that way, which brought forth the reply, "If you'll not interrupt again, I'll show you that it can be done this way," whereupon she sent the boy to the principal. The latter interviewed him about the trouble, allowed him to demonstrate the problem in his own way, and found that the boy had unusual ability in mathematics. In further discussion of the matter, however, the boy agreed that he had been rude, but he refused to return to the room. Upon being questioned he admitted frankly that he preferred to have a man teach him mathematics, and "wanted to change his whole program in order to go into the other section under Mr. H.L.T."

1. In such a case should a boy be transferred to a man teacher, even at the expense of readjusting the program throughout? Why?

2. How might the difficulty have been avoided through the assistance of the counselor?

3. What advice could you give the boy's teacher?

4. Was this desire to change teachers probably influenced by his friend in the other group?

5. On what grounds should students be allowed to change teachers? Why?

62. Thought the Teacher Unjust

C.B., fifteen years old, in the eighth grade, transferred from a city school to a suburban school. He was uncouth of manner and had a sullen disposition. The boy found it difficult to adapt himself to his new surroundings and was often truant. To add to his misery he had been placed in the room of a teacher who was very irritable.

Constant complaint on the part of this teacher led one of her co-workers, whose class the boy attended one session a week and toward whom he showed an agreeable attitude, to interview him.

Questions brought out the following information: the boy hated school and particularly this "highbrow" school. His only reason for remaining in school was that he might receive a diploma. This diploma was prized only because an uncle who ran a very lucrative business had promised to take the boy in with him as soon as he had finished the grammar school and spent one year at a business school. To the boy the most attractive part of the offer lay in the fact that he was to be provided with an automobile which he was to own.

The boy was jeopardizing his chances of graduation by truancy and misbehavior, because he felt that he was

taking vengeance on the teacher who, he claimed, "had treated him unfairly and beaten him six times in four weeks."

The interviewer suggested to the submaster that the boy be transferred to his room for a try-out, explaining the feeling of the boy in regard to the treatment meted out to him. The suggestion was disregarded on the ground that the boy was a "roughneck" anyway, and it would be poor policy to give in to him.

At the end of another week, after another punishment, the boy left school and went to work as a messenger boy.

1. What action should the headmaster have taken in this case?

2. Does the matter of professional ethics enter here? How?

3. Can a city school system be elastic enough to provide for such a boy?

4. Have you any comments in regard to the use of corporal punishment as suggested by this case?

5. What adjustments are possible for the relief of such teachers?

63. Thinks Teacher Unjust and becomes Indifferent

C.M., a sophomore in college, thought that his teacher was unjust to him because the grades which he received in her course were not up to his standard. He was not an A student in any courses, but he easily attained a rank of C and above in all studies except this teacher's course.

When he reported to the dean, he said that he knew he was failing in the course at the present time, but he felt certain that he was making at least C until the teacher

began to treat him unjustly. He believed her to be prejudiced against him because he, along with others at his rooming house, was known to have been called before the court for gambling. It seemed to him that she was taking this means of getting him put out of school.

The teacher's report showed that his papers, which were graded low, had never come in on time. C.M. said that other teachers had never counted off anything when the work was late, and he could see no reason why this teacher should. He confessed that he was in the habit of preparing his work "a little late." After his own faults had been brought to the front and the teacher's strict observance of her rules had been explained, he asked to be given a chance to show that he could do the work and make a C average.

From that time on he did not fail to get a B or above on all work for this teacher. In fact, he formed an admiration for her because of her definiteness of assignments and her systematic procedure.

1. How could knowledge of this case have helped the other teachers in this school?

2. Should the teacher of this student have been informed of the results of the conference?

3. What scheme can you suggest for encouraging prompt preparation of assigned work? Reduce the grade? Refuse to accept late work?

4. Should a school have an established ruling about the grading of late work?

5. What relation between the dean and the teachers would aid in the solution of problems like this?

6. How may a student be taught to avoid too readily thinking that teachers are prejudiced against him?

CHAPTER VIII

PROBLEMS WHICH DEAL WITH THE HOME

64. High-School Girl Overworked at Home

M.B., a seventeen-year-old girl, a high-school sophomore who was capable of doing passing work under favorable conditions, became discouraged because she was failing and unable to find time to give to her studies. One of the teachers, a woman who knew the girl's ability, felt that an investigation should be made to discover the factors back of the girl's failures. She discovered the following conditions: M.B.'s stepmother had taken in a few table boarders at the first of the school year. The reputation of her "table" spread over the small town, and many persons applied for board and were accepted. This increased number of boarders brought extra work upon M.B., until all her waking hours at home were occupied in helping her stepmother. In fact, she was often tardy at school because of duties at home which detained her, and at noon and in the afternoon she rushed from school to her duties at home. When she told her stepmother of her low grades at school, she was encouraged to drop school and "to learn something practical." M.B.'s determination to get a high-school education had prompted her persistently to hope for some changes which would help her out of the embarrassing situation. The girl told the teacher that she

had not talked with her father about the situation, because he had warned her against bringing "tales about her stepmother" to him. She thought that if the teacher talked to her father it might remedy the home situation or at least enable her to devote more time to her studies.

The teacher talked with the father, engaged his sympathetic interest in his daughter's ability and ambitions, and gained his promise to study the situation at home and to make better arrangements for M.B.'s home work. In a few days M.B. reported that her mother would employ a woman to help her and would give M.B. a chance to do her best in school if she could get as many as two more boarders. Three teachers volunteered to meet her condition and immediately applied for table board.

This solved the problem, for the time at least. With the help of an interested teacher M.B. soon caught up with her work. She finished the grade with a fair record. The presence of the teachers in her home each day awoke interest in the school on the part of the parents.

1. What could a home visitor or a visiting teacher have done to prevent this trouble?

2. Was the teacher justified in going to the girl's father without having talked with the stepmother?

3. Criticize the action of the teachers who met the stepmother's demand for more boarders.

4. What do you think is the likelihood of M. B.'s being put in similar circumstances if a few boarders leave?

5. If you knew that the stepmother had never had educational advantages and knew little of the value of a high-school education, how would you attempt to make her understand and sympathize with M.B.'s ambition?

65. Parents Indifferent toward School Work

Riccardo was fifteen years old and in the eighth grade. He had been in this country ten years. The boy had an excellent physique and a charming personality, and was an A pupil in both academic and manual work.

When the time came for a choice of high school, it was found that he had chosen a trade school from which at the end of two years he would receive a certificate and then go to work. The boy had so brilliant a mind and was such a serious student that one of his teachers (not the vocational counselor) questioned his choice. When asked if he didn't prefer to prepare for college, he said that he would love to, but that his father thought he was too old to stay at school longer.

The family was in a very good position financially. There were only two children, and they seemed to be supplied not only with necessities but also with many luxuries. These boys were particularly well trained despite the fact that the mother worked. The ambition of the parents seemed to be to amass money.

Knowing these facts the teacher persuaded the boy to choose a high school of mechanic arts (offering industrial work but also preparing for college), with the hope that at the end of two years his success and enthusiasm will have brought about a change in his father's attitude toward education.

1. Was the interference on the part of the teacher well founded?

2. Should the school counselor have attempted to interview the parents? Why?

3. Why was a trade school not the best kind of school for this boy?

4. How can the high-school counselor help this boy?

5. If the attitude of the father in regard to the advantages of an education does not change, how may the boy make the best of his abilities?

6. What methods might be suggested for changing the father's attitude toward education?

66. Girl not trained in Accordance with American Standards

Perina, a retarded pupil in the sixth grade, is thirteen years old, and is likely to leave school poorly prepared for American life. She is attractive and vivacious and craves attention. Although particularly well dressed and apparently well nourished, her home life is not attractive. Her parents are foreigners; her mother does not speak English. Their home is in a settlement that has grown up on the outskirts of a public dumping ground. The girl, who is the oldest of five children, assists about the house before school in the morning and goes directly home at the close of school to continue this work and to help care for the younger children. She is allowed no time for recreation, and resents this lack of opportunity.

While at school Perina shows much interest in her sewing class, but the teachers complain that at all other times she fails because of her unwillingness to apply herself. In the school yard she is segregated by the teacher because she is too boisterous.

Her parents care nothing about her school work, for they intend that she shall go to work as soon as she

reaches the legal age (fourteen years). The girl is quite willing to do this, for herein she sees an escape from her irksome home duties and an opportunity to secure more luxuries. She will doubtless seek employment in a shoe factory which employs most of the girls in her neighborhood. She knows nothing of any other possibilities along vocational lines.

1. Can the school in any way compensate for the unfair treatment accorded the child?

2. Discuss the value of retardation for a girl of this kind. Are there any alternatives in the case of the failure of a child below the junior high school in one or more subjects?

3. Under the circumstances would you recommend this girl for a prevocational or industrial school?

4. If you were in a school where no vocational instruction was given below the eighth grade, how would you help a child like Perina (1) to see the desirability of progressing and remaining in school; (2) to choose the type of work best adapted for her if she must leave school before reaching Grade VIII; (3) to help herself to advance along the line of her chosen work?

5. Because of a fairly large initial salary many of the foreign parents think that their children, especially the girls, are as well off without an education. How can the fallacy of this idea best be demonstrated to them?

67. Unwise Home Management

A. W. lives on a farm six miles from the nearest railway station. He is now a young man of twenty-five. He is not able to carry on the farm profitably, and wishes advice about remunerative work which he can do and still live at home. He is the only child of parents along

in years when they married. His schooling was obtained in his home district, in a one-teacher school, and his attendance there was irregular because of the traveling on the country roads in winter and spring and also because of his physical condition. He has always "enjoyed poor health." He has, according to his physician, a weak heart, and that is sufficient excuse in his mother's mind for any lack of accomplishment. He has tried poultry raising, dog raising, canvassing, and photography. He has a lens which cost $150 and takes such excellent pictures that he is in demand at county fairs and other gatherings, but he is so slow in completing his orders that he loses customers. His father has offered to set him up in the photographer's studio in the next town, but he feels unable to undertake regular work, and prefers to stay at home. He reads the advertisements in various papers and frequently answers those which promise results from small investments. His mother turns over to him the money which her husband gives her for living expenses. She insisted when A.W. became of age that the ownership of the farm and its management should be given over to him. The father gets good paying jobs away from home and continues to meet the family bills, but feels that A. W. should be earning a livelihood. He reports that A.W. loses interest in any undertaking as soon as he has thoroughly mastered it.

1. Can anything be done for the young man? If so, what?

2. Did the school accomplish what it should?

3. Is there any branch of the public-school service which can furnish any needed enlightenment?

4. Is there any county or state officer having responsibility and jurisdiction in such situations?

5. What are appropriate safeguards against the retardation of vocational progress of children by family complications?

6. To what extent and under what limitations has the country doctor responsibility and opportunity for vocational guidance? What about the pastor?

68. Financial Need

Is it worth $40 to keep a promising student in college?

A sophomore, twenty years old, had planned for college at an early age. The family was in moderate circumstances, and the girl had earned sufficient money to pay her tuition for two years. She was an excellent student and passed the entrance requirements without difficulty.

The parents, although at first interested in her plans, as the time approached for entrance to college, objected. They believed that she would soon tire of college life and then go to work.

The first two years passed with little significance; the student readily became adjusted to the new life, her rank was high in academic work, and she was a leader in athletics. At the end of the sophomore year the money was about gone, and it was evident that she would need more than she could possibly earn.

The parents refused all aid. They found an exceptionally good opening for her in business. There was so much pressure that the student was on the point of leaving. She tried to feign enthusiasm for the "new job,"

but it was very evident that back of it all there was much unhappiness. She finally confessed that she was very unhappy. If she could earn enough money to cover her expenses she would do so in spite of the opposition of her parents. Then there were times in her period of reasoning when she wondered whether opposition to her parents' wishes was the proper attitude for her to take.

The faculty decided to give this student an opportunity to continue her college course. She had decided to become a teacher, and there was every evidence that she would be a success. A scholarship was offered which covered the tuition. The next step was to convince the parents; their resentment was evidenced by the tone of their letters. A member of the faculty went to the home; this trip entailed an expenditure of about forty dollars. "The intruder" was not favorably received, and conversation was labored. The instructor was not easily discouraged; she had faith in the girl, and waited patiently. An uncle was referred to during the conversation as one who was sympathetic to the girl's desires, and had "spoiled her as the faculty had." It occurred to the adviser to endeavor to secure the interest of this uncle. This was done. He agreed to keep in touch with the family and finally persuaded them not to interfere.

The student graduated with honors. She was made president of the athletic association. She taught school two years and was urged to return for the third, with an offer of a substantial increase in salary. This she refused. She is now studying for the master's degree. The superintendent of schools said, "She shows great promise and is an asset to the teaching profession."

At commencement the mother looked upon her daughter with much pride, and remarked, "This has meant a great sacrifice for us, but it has all been so worth while."

1. Did the faculty act wisely?

2. Is it right for a faculty to act contrary to the wishes of parents?

3. If the parents had lived farther away from the college, would the administration have been justified in expending more money to enable the instructor to visit the home?

69. Parents oppose College Course

M. A. was a freshman in college. His parents were Syrians, and he himself was born in Syria. He was the only one of a large family of children who had persevered in completing a high-school course and in entering college. His parents were pleased with the honors he won, including prizes in declamation, but wished him to leave at the end of the freshman year and go to work. M. A. persisted in his determination to complete a college course, and entered the sophomore year. His father refused to pay any of his expenses, and finally the family moved away from the city. The boy was thrown entirely on his own resources.

1. Should his counselor have advised him to go with his family and give up his purpose?

2. Should he have encouraged the youth to continue his course, even at the cost of a rupture with his family?

3. Would a college course be worth such cost to him?

4. Suggest methods for interesting M. A.'s father in education.

PART TWO. PROBLEMS IN VOCATIONAL GUIDANCE

THE NEED FOR VOCATIONAL GUIDANCE

Mr. Micawber found that waiting for something to turn up was a policy which made his home life, his recreation, and his citizenship quite unsatisfactory. One's success in his vocation, while not the most important thing in life, is nevertheless fundamental. Even the political party platforms devote approximately half their space to vocational matters, thus indicating that vocational guidance is necessary for civic reasons as well as for personal success. Vocational life occupies half the waking time of normal individuals and involves important problems which, if not solved correctly, disarrange the other interests of life.

An occasional individual may be fortunate enough to decide all his vocational problems wisely on the basis of such information as he may obtain plus the wisdom of his associates. But advice will be needed by most: advice on choice of vocation, on the training-courses with which to prepare for it, on securing work, and on progressive readjustments. Furthermore, vocational guidance has a social aim: to equip the members of the next generation with such skill in coöperation and such technical knowledge and social understanding of coöperation as will en-

able them to work together in the solution of the growing number of problems that cannot be solved by the individual alone.

Two important principles of guidance are often misunderstood: first, one's final choice of occupation should be delayed as long as it seems safe; secondly, vocational education should not be undertaken too soon, but only after acquiring as broad a basis as possible of general education.

Dr. Frank Parsons, the pioneer worker in the modern movement for vocational guidance, in his book "Choosing a Vocation," gives the following statement of the principles involved in choosing an occupation:

> In the wise choice of a vocation there are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; (2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts.

Vocational guidance is especially needed as an accompaniment of vocational education. Many persons securing intensive training, whether in bricklaying or in law, are quite unlikely to pursue successfully the occupations for which they are being trained, the chief reason for this situation being that they have not first undertaken to pursue carefully the kind of knowledge and experience outlined above by Parsons. Vocational education, furthermore, must be followed up by aid in securing work and by guidance during the period of readjustment and pro-

motion. Again, vocational education itself must not neglect the guidance features having to do with social understanding, for it appears that workers are unsuccessful more often through factors having to do with human relations than through lack of skill or lack of technical information.

Until research has proceeded very much farther than at present, self-guidance must be the rule. It is an excess of responsibility which would tempt the counselor to give advice too definite or prescriptive. The individual himself must take throughout life the responsibility for his decisions, and he had better be guided to make these decisions himself.

The need for guidance is shown in the constant instances of false methods of guidance on every hand. In the best of magazines exaggeration, if not actual misrepresentation, is common, and charlatans are still at work. False guidance is always busy; and children choose now out of limited information, glamour, morbid analysis, admiration, wild ambition, propinquity, suggestion, fear of failure, conceit, belief in wrong methods, or bad advice. Vocational counselors can antidote these false reasons and furnish children with that measure of discussion and counsel which ought to be the right of every child in making these important decisions.

The inevitability of guidance also shows its need. We can postpone building a house or riding in an airplane, but the rendering of that service which we call "earning a living" is not likely to be long postponed. Decisions are reached even when these decisions are wrong ones. In the Educational Supplement of the London *Times*,

May 22, 1919, a correspondent writes: "There is no secondary-school master in the country who does not know that nine times out of ten it is chance, not fitness of mental attainment or character, that determines a boy's future." It is this element of chance which the vocational-guidance movement is attempting to reduce.

In the words of Thomas A. Edison: "Problems in human engineering will receive during the coming years the same genius and attention which the nineteenth century gave to the more material forms of engineering." We have laid good foundations for industrial prosperity. Now we want to assure the happiness and growth of the workers through vocational education and vocational guidance and wisely managed employment departments. A great field for industrial experimentation and statesmanship is opening up.

CHAPTER IX

DISCOVERING AND TESTING INTERESTS AND ABILITIES

70. Boy and Father need Help in Planning Boy's Future

Pasco, fifteen years of age, is a freshman in high school, and was referred to the counselor for guidance with respect to his future schooling and the choice of a vocation. The boy's father desired to have him leave school and to learn the trade of foundryman.

Pasco's father was formerly a bartender, but he has been unemployed since the coming of prohibition. There are two sisters who work in a rubber factory and earn between $15 and $22 a week. The boy has seven uncles—one a barber who owns his shop, one a restaurateur, and five who are employed in various shops as unskilled workers.

The boy is of neat and pleasing appearance, but is underweight and undersize. He has done average work in school and passed all high-school subjects except ancient history. It is not believed that he has the ability to go to college, and it becomes a problem of determining what type of school work, if any, will be of profit to him.

Pasco has no particular liking for any of his school work, but he enjoys going to school. He has given no thought to the problem of learning a trade, and expects to be "whatever he came out."

1. Would you advise Pasco to leave school to learn the trade selected by his father? Could he not learn it or some other trade in school?

2. What would you say with reference to a change in course of study?

3. Outline a series of try-outs which might prove helpful to the boy. Where can these try-outs be obtained?

4. How would you deal with Pasco's father in attempting to keep the boy in school?

5. Do you know of any aptitude tests that might be utilized in this case?

6. Would a visiting teacher aid in the solution of the problem?

7. What might have been done earlier in Pasco's life to prevent the problem from arising?

71. Occupational Decision without Discovery of Abilities

William F. said he wished to be a naval architect, but found later that he had reckoned without the studies required.

He was very positive at the age of sixteen in his choice of naval architecture. The counselor was curious to know how the decision had been made and found that William had taken a three-day journey in a Pullman car with a kindly gentleman who was a naval architect. The man had taken an interest in the boy and had evidently given him a full account of the advantages of this one occupation. Apparently this had led to the boy's choice, without a consideration of ability on the one hand, or of possible alternatives on the other.

Shortly after the first interview the boy undertook second-year work in high school. He very rapidly "petered out" in geometry, not being able to pass in that subject in spite of hard effort. This led him to see very clearly that he could not go on with naval architecture, and he did not even finish high school. A later report indicates that he has gone in for music and is now a cornet player in a band.

1. Is there any value in the youthful vocational ambition which obviously cannot be realized?

2. What precautions ought an adult to bear in mind when talking with boys or girls about occupational life?

3. How may the work of vocational guidance be so well organized that a counselor may know in advance when a boy is seriously considering an occupation and when he has reached an unwise decision?

4. Is there any way to avoid failure in geometry by finding out in advance who is likely to fail?

5. In addition to mathematics what are likely to be the requirements for success in naval architecture?

6. As a cornet player is there any advantage in the two years which the boy had in high school?

72. Has had No Opportunity to discover Abilities

Ray was repeating the third year of high-school work in a small-town high school which offered only a college preparatory course. He was nineteen years old; but in spite of persistent failure in school he had continued to attend, feeling that a high-school education would in some way help him to earn a better living. Less than 5 per cent

of the graduates of the high school went to college, and he had no intention of continuing his education beyond high school. He wanted advice as to what vocations he might enter and was anxious to find out where his probable chances of success lay.

The town was a typical Western town of about a thousand inhabitants. Cattle and sheep raising, with some farming under irrigation, were the chief industries of the surrounding country. The town was a railroad-division point, but, apart from a small flour mill, it had no industries other than those incidental to supplying the ranches with their needed goods.

The boy was large and strong, but had always been considered dull in school. He had spent most of his summer working on his father's ranch, had delivered groceries, and had worked in the local combination livery stable and garage. He liked animals, but didn't want to live too far away from town, because it would not give him the social contacts he craved and, in summer, the chance to participate in the local baseball games.

1. What advice can the counselor give in a case of this kind?

2. What can the type of high school referred to do for the boy?

3. What try-out possibilities can you suggest? How could they be arranged?

4. The boy had been a half-hearted member of the local Boy Scouts. How might this experience have been utilized for try-out or motivation of the boy?

5. The father and mother were of pioneer ranching stock and had little schooling. In what way might they have been able to help the boy vocationally?

6. If you think it advisable for the boy to finish high school, state specifically the values you should expect him to receive from the last year.

7. In view of the limited opportunities in his home town would you advise the boy to seek his fortunes elsewhere? Where? In what occupation?

73. Sudden Need for Occupational Information and Knowledge of Abilities

Howard C., forced to leave college, found himself completely uninformed about himself and the occupational world.

His failure was not due to lack of ability, but rather to a breakdown in his interest, manifested in frequent absence from classes and over-attention to magazine reading. He had been finally discharged from college, and was thoroughly discouraged and distrustful of his ability ever to make good. At the same time he seemed to blame the college program for being too narrow and for not helping more.

His present task was to secure a job. He talked vaguely of wanting to be an artist. He seemed to have no background of achievement leading to vocational life. So far as knowing anything about how to secure a job, how to get on with fellow workmen, what different kinds of work there were, and so on, he was as ignorant as a man from Mars.

The counselor gave him various names of people to see and went over with him in some detail appropriate points about interviewing employers and succeeding during the first few days of work. He secured a position in the shipping department of a progressive factory, and made good.

As the weeks went on he began to think of three alternatives: (1) remaining in the factory and "learning the business," or (2) enrolling in an undergraduate business course, or (3) reëntering his liberal-arts college program.

1. What might the father have done to prevent this college failure and to prepare the boy for assuming occupational responsibility?

2. What neglect is attributable to the preparatory school?

3. Do you think the college ought to have taken responsibility for aiding the boy to secure work? Why? How? Is there any justification for throwing such a boy on his own resources without help of any kind?

4. If the boy had a desire to become an artist, do you think this desire should be revived, or should he be allowed to drift into business on the basis of his factory experience?

5. What considerations should influence his decision between the three alternatives?

The boy finally chose the third alternative, was readmitted to college, and is passing in his studies.

6. Do you think the college was wise to readmit this boy after his period of probation?

7. If the college program is still "cultural" in the narrow sense, what guaranty is there that the boy will find it any better than he did before?

74. Early Effort at Guidance

A widow with two boys, aged nine and ten, has a good position herself and is very anxious to learn how to help her boys to choose their future careers wisely. She wishes the boys to contribute something toward their own sup-

port during the high-school age, and she specifically asks the counselor how she may become more intelligent in guiding them. She asks if there is any sort of test which can help her to discover the boys' talents.

1. Should you say that the mother is beginning a little too early with the vocational guidance of her boys? If not, what advice can you give her as to present possibilities for vocational guidance?

2. Is the mother right in wishing the boys to contribute something toward their own support during the high-school age?

3. Is it wise for the mother to read up on guidance herself, or should she leave this task to the counselor?

4. What answers would you give to the question of testing?

5. If you are advising the mother on the matter of kind of high school and high-school courses to choose for her boys, what advice would you give?

75. Needs Try-Out Experience in Forestry

Norman, aged eighteen, finished high school with a scholastic record better than the average of the class. His parents are both well-educated people with an excellent cultural background. In spite of his excellent home conditions Norman has never been able to make the customary social contacts. It has always been difficult for him to meet people, and he has avoided doing so whenever possible. He did not attend a single school party during his four years of high school. His parents have realized his difficulty and have done all they could to help him to overcome his diffidence, without absolutely forcing him to do things he disliked to do.

He has always been an inveterate reader, preferring science and history to fiction. He has spent much of his recreation time tramping through the fields and woods with a camera, studying his science at first hand. His vacations have been spent with his parents in the mountains or Northern woods, where his chief delight has been studying the flora and fauna of those regions. When he entered college he had no idea of what he wanted to prepare for as his life's work. His father insisted upon his enrolling in a class in vocational guidance, hoping that he would receive some help in finding himself. Norman entered the class under protest, as he couldn't "see the value in a course like that." The instructor, through personal conferences with Norman and by directing his reading in different fields, narrowed his choice down to three possibilities: journalism, which his mother favored; engineering, favored by his father; and forestry, which seemed to Norman to be the occupation in which he could always be doing the thing he liked to do. His mother opposed his choice of forestry, pointing out to him the solitary life he would have to lead and the dangers and hardships he would have to endure, and stated that what he needed most was association with people. Norman's instructor advised him that before entering definite preparation for forestry he should try out the work to see if he liked it, if he was capable of doing it, and if it offered the opportunities which he would want to look forward to in a life career. Norman wrote to the Forestry Department at Washington and secured all the information regarding temporary summer employment; he wrote to four of the regional directors, as the Washington office advised him, and secured a summer's job in

Colorado. When he reported for duty, he explained to the director his purpose and asked for as broad an experience as he could get in ten weeks. The director allowed Norman to use his private library and changed his work frequently so that his experience varied from solitary work, where for two weeks he did not see a human being, to office work with a group of trained foresters. At the end of the summer the regional director told him there would be a job for him next summer and urged him to return.

Norman returned home for his second year of college, convinced that forestry should be his vocation. Biology and chemistry in his second year opened up new fields of science that have made him believe that they may lead to attractive vocations other than forestry. He is now planning to return for a second summer try-out in forestry before making a final decision.

1. Suggest other ways in which Norman might try himself out before choosing forestry as a vocation.

2. Discuss the following: Should Norman's parents have forced a development of his social abilities (1) by insisting that he attend parties when he disliked the "silly" things that were usually provided at such parties, (2) by depriving him of the privilege of tramping through the woods and reading as much as he wished, (3) by encouraging him to meet older people (his parents' friends) in the home, or (4) by other means of overcoming his diffidence?

3. Considering that Norman's study of science in his second year of college has opened up new fields of interest to him, should he seek try-outs in those fields before deciding on forestry?

4. Might it be possible to continue his try-out in forestry and at the same time try out his likes and abilities which his further studies in science have presented? If so, where might he secure this experience and what vocations might it lead to?

5. So far Norman has disregarded money consideration in anything he has undertaken. In view of the fact that he must have money to provide for obligations which he may later need to assume, should the counselor emphasize the need for money consideration in making his choice, or should he be permitted to choose largely on the basis of his liking for, or ability in, the work and of the service he can render?

76. A Try-Out furnished by a Social Club

J.W. acquired interest in a profession through his affiliation with a social club. When he graduated from a general course in a city high school he had decided on no particular kind of work, and spent the entire summer following his graduation looking for a position which offered future advancement. As nothing materialized, in the fall he entered a commercial college where he spent a year studying bookkeeping and allied branches. This was chosen solely because it offered the quickest means of preparing for work. At the end of the year J.W. was given a position with a fair initial salary. After five years, however, he found that he had reached the maximum salary and that the work, already hard, was becoming monotonous. He was discouraged, but could think of no way out.

About this time he had joined a literary club and found the dramatics particularly interesting. From this he became interested in debates, mock trials, and like entertainments, and took an active part in them.

This led him to think of law as a profession; but since he could not consider the possibility of giving up his work and returning to school, it seemed but an idle dream.

Hard work with no advancement began to pall on the ambitious boy, and he complained to his friends. He was advised to try an evening law course. He attended such a course for three years, at the end of which time he succeeded in passing the bar examination. He is now a successful practicing attorney and is very happy in the work.

1. Suggest features that might be introduced into young people's social clubs which would serve as occupational try-outs as well as for entertainment.

2. Discuss other instances in which avocations might develop into satisfactory vocations.

3. Was J.W.'s commercial training wasted in view of his final choice of work? Why?

4. Did this young man's experience seem to point to the fact that so-called "general courses" lead nowhere?

5. Is it fair to the college-trained man that he and a person with such training as J.W.'s should be given the same professional standing?

6. What fields besides law are open to one in this boy's position?

77. Use of Miscellaneous Working Experiences in demonstrating Abilities

L.W. came to her counselor for approval of her desire to become a teacher of reading and public speaking, with her ultimate goal that of platform reader. Her parents also conferred with the counselor. L.W. had a good bearing,

an expressive face, and a well-modulated voice. She had won several prizes for excellence in declamation and was in demand as an entertainer at parties. She frequently held group meetings of urchins for an hour or more on Sunday afternoons while they listened to her repetitions of Bible stories. She fascinated adults whether she read lyrical poems to them or tales of mystery or of adventure.

L.W. had had varied experiences. During several years of her childhood she had lived in the South; then she came North for boarding-school and college. She spent the summers on the ancestral farm, sharing in all the activities. She helped to meet the expense of her college education by service as table maid and as tutor. She was philosophically inclined and never dwelt upon anything disagreeable or unpleasant, evidently ignoring such experiences as much as possible. The counselor believed that L.W. had unusual ability, but wondered whether she should be encouraged to take special training leading to platform work.

1. Was L.W. better fitted for some other profession? If so, how could this be determined?

2. Would the profession of platform reader open to her as long a period of service as she might wish, provided she was successful in it?

3. In selecting a vocation how much consideration should be given to the probability of continued service?

4. To what extent do such experiences serve as try-out courses?

5. How may they be supplemented?

6. Prepare a list of callings in which the abilities this girl shows might be useful. Prepare also a brief but adequate list of references for looking up the characteristics of these occupations.

78. Working Experiences for Discovery of Abilities

During her years in preparatory school R.M. earned her living by being a "mother's helper." She continued to do the same kind of work during vacations from college. The scope of her experience is shown by the following: during the months of the college years she waited on table in the faculty dining-room, washed dishes, and answered the doorbell and the telephone; she was monitor for chapel attendance; she won prizes in public speaking. In addition to the work for which she was paid, she merited honors for her prowess in athletics. Her scholarship was commendable, though not excellent. She was thoroughly reliable, resourceful, and always cheerful; no woman in her class was more popular among the students. A month before her graduation she was recommended by her dean to the principal of a preparatory school who was looking for a young woman to take charge of a dormitory and to supervise the girls in athletics. The dean said that no other young woman on her list had demonstrated equal ability to fill the position.

1. Was the dean justified in thinking that the experiences of this young woman were genuine try-out courses?

2. What advantages are there in such experiences as a compensating factor in view of the absence of excellent scholarship?

3. Do working experiences of this sort indicate the possible value of the "Antioch plan," of alternating work and college study?

4. Outline a plan to make use of such experiences for vocational-guidance purposes.

79. A Try-Out in Professional Work enables a Young Man to become a Successful Reporter

F.W.H., twenty-six years of age, attended high school for three years and left to enlist in the army during the World War. As a result of his service in the army he developed a neuropsychiatric trouble and was awarded a course of vocational training by the Veterans' Bureau to overcome his vocational disability. F. desired to take training in journalism. The counselor had no means of knowing F.'s potentialities in this field. After the war F. had worked for two years as a common laborer, and there was very little in his educational or vocational background which would enable the counselor, who was not in favor of immediate choice of this objective, to place F. in journalism.

Arrangements were made with a newspaper in a city of over a hundred thousand for a three months' try-out course. A program was outlined for F. to follow, and reports were made every two weeks on the progress shown in carrying out this program. F. did so well that he impressed the managing editor and his associates, and the counselor then agreed to enter him in a two-year course of training "on the job" with the newspaper.

At the conclusion of this course F. wrote to the counselor expressing great satisfaction with his vocational training and stating that he was to be employed as a reporter at an initial salary of $30 a week, and that he had two other opportunities for employment with newspapers in neighboring cities. He expressly stated in his letter that the try-out he received showed him that he could make good.

1. What means do you know of determining journalistic ability other than a try-out with a newspaper?

2. In your opinion is three months a sufficient time to come to a decision, as in F.'s case?

3. Are there qualities necessary in a reporter which can be determined on the basis of a try-out? What are they? Are there any qualities which cannot be so determined?

4. How much value should be placed on a person's scholastic record in arriving at a decision as to choice of employment objective?

5. Can you give any possible explanation of F.'s employment as a common laborer for two years and his sudden shift to newspaper work and success in it? Consider the therapeutic values in work.

6. How would you plan a short try-out period in journalism or in any other profession? Outline a scheme.

80. Try-Out Experience leads to Change of Vocational Preference

During high school Victor decided he would like to be an electrical engineer, but actual try-out caused him to change his plans. He took the college course and graduated with very good marks. Financial reasons prevented him from entering college in September after graduation, and he was placed with an electrical concern doing a very large manufacturing business.

Victor's interest in his work and his capable execution of it attracted the attention of his chief, and he was given many opportunities to gain first-hand information regarding the requirements for success in his chosen vocation. When he learned how many years it would take to arrive

at the place to which he aspired in the profession, and the amount of mathematics needed, he became disheartened; for of all his high-school subjects, he liked mathematics least.

At the end of a year he left and went to the mountains for the summer as a bell boy. Here he talked with many professional men from various parts of the country and became so much interested in dental surgery that on returning to the city he enrolled in the pre-dental course in a neighboring college. He has almost completed the first year and feels that he is now on the right road. He likes his studies and stands near the head of his class of about three hundred. He plans to finish the five-year course.

1. Discuss the length of time required to attain a successful footing in the two professions which interest Victor.

2. What personal qualities would be important for the dental surgeon to possess?

3. Do you think Victor was wise in abandoning his first choice for the reasons stated?

4. Has he made a wise choice now? Why?

81. Counseling in Connection with Try-Out Experiences

Fred went through high school with exceptionally good grades, and he has now graduated from college at the age of twenty-one. During the latter course he specialized in the sciences, and was admitted to the Science Club because of his scholarship in this line of work. He is now trying to decide upon his life career.

Because he was president of the athletic association and

prominent in athletics throughout his college course, many positions were open to him. Also he had been athletic director in a summer camp for two years before graduation. At once he was offered the following positions: physical director of the Y.M.C.A.; athletic coach in a large city college; teacher of science in a boys' school of high rank; assistant salesman in a bonding house, with splendid opportunity for advancement.

His father, who is a professor in a college, advises him to take the position in the bonding house at a much smaller salary than is offered in any of the other positions, because of the possible financial opportunities in later years. His mother advises him to teach school, because of his marked ability in teaching a settlement class and because of his interest in all kinds of boys.

1. Where in his course should Fred have consulted a counselor about his future job?

2. Which of his parents gave him the better advice? Why?

3. Where else might he have gone for counsel?

4. In considering his career, upon what facts is his choice to be based? Is this desirable?

CHAPTER X

PROBLEMS IN SECURING OCCUPATIONAL INFORMATION

82. Late Contact with Knowledge about Agriculture

Maurice D., a second-year boy in high school, had never seriously considered the opportunities open in agricultural life.

The boy was studying printing in a technical school and quite accidentally came in contact with a dozen pages of occupational information describing in rather glowing terms the opportunities open to the farmer. He stayed after class and asked the counselor where he could prepare to be a farmer.

1. What steps in the way of investigation would you take before advising this boy to change to an agricultural school?

2. An author states that the vocational guidance in a vocational school should serve to confirm the choices of the students. On this basis would you object to putting in the hands of such a boy an account of the advantages of agriculture?

3. What plan of vocational guidance might have given comprehensive occupational information before the second year in high school?

4. It is sometimes said that city boys need information about agriculture. What do you think should be the differences in the occupational information given to country and city children?

83. Limited Information retards Progress

William J. was a talented boy who lived in a congested foreign district of a big American city, and his lack of information about occupational opportunities seriously retarded the development of his talents.

The father was an upholsterer and was very anxious to have his son leave school at the earliest opportunity and become an errand boy and ultimately a shoe clerk in a small retail store. The son showed talent in his studies and much ability in the various activities of a boys' club to which he belonged. Here he developed artistic and musical ability and became prominent in gymnastic work.

The director of the boys' club was anxious to have the boy continue in school, but the father presented an obstacle to this purpose. Finally, however, it was agreed that the boy should transfer to an industrial school where he could obtain some work in free-hand and mechanical drawing. This consent was obtained only because the father felt that mechanical drawing had "some use in the world."

A year passed, and the father again insisted that the boy leave school. The director tried to interest him in the various occupational opportunities ahead of the boy, but the father's background was so limited that he seemed to have no notion of the possibility of success for the boy in professional life. The boy himself was too immature to take a long-distance view of his vocational problem. At this juncture the father was invited to attend an exhibition of school work, and here he saw some of his son's work in mechanical drawing. He consented to allow the boy to remain in school for further education.

Many more conferences with the boy and the father were necessary at various stages in the boy's education. The problem throughout seemed to be the education of the father and son to the possibilities ahead of them, since neither could see beyond their own little environment of small stores and shops in the congested district. The boy changed to an ordinary high school and prepared for college. Here he succeeded in dramatic work and began to prepare for architecture. He had two years in Europe after he graduated from college; he is now serving as a successful architect.

1. What can those interested in educational and vocational guidance do to remedy the problem of the limited outlook of the boy in the crowded streets of a big city?

2. What do you say to the objection that, after all, we have no reason for supposing that the boy's service as a shoe clerk might not be as useful as his service as an architect?

3. Is the problem involved in this case an argument for boys' clubs and settlements supplementary to the schools? Give your reasons.

4. Was the director right in going directly to the father, or should this guidance have been done through the boy himself?

5. What method, either within or without the school, should be set up to give boys and girls a comprehensive view of occupational life?

84. No Knowledge of Occupational Life

Martha B., a girl raised in a small town, left high school after the first year and had great difficulty in finding a satisfactory occupation.

Martha knew housework but hardly any other kinds of

work. She spent a few weeks in a factory, but was obviously unfitted for that kind of work. She undertook to do housework in an older sister's home, but many difficulties arose. Out of all these experiences she had a firm belief in her inability to fit into occupational life in any way whatever and was thoroughly discouraged. At this point her parents, who had a belief in her ability, suggested that she undertake a course of training to become a nurse. There was a heart-rending scene in which she insisted on the certainty of failure in such a course. After much persuasion, however, she undertook the training and has for thirty years served successfully as a nurse.

Though she still entertains a lingering feeling that her work is not quite successful, nevertheless her choice of occupation was probably for the best. The chief difficulty throughout seems to have been the lack of a comprehensive knowledge of occupational life and its problems.

1. What precautions must be taken in educational and vocational guidance to avoid the development of a sense of failure?

2. Would a survey of occupational life in a class in occupations help such a girl to find herself more easily?

3. Is this an instance of overguidance; that is, did these parents do unwisely in convincing the girl that she should study nursing?

4. If you were talking to this nurse at the present time, what help could you give her in overcoming her feeling of inferiority?

85. No Survey of Professional Opportunity

Florence G. had so much work to do all through her early life that she had no opportunity to find out about the many opportunities for service open to her.

Florence was the oldest child in a large family, and on account of the incapacity of her mother was for some years forced to take care of the family. During all this time she received almost no encouragement from teachers or parents, and no one supposed that she had the slightest talent, particularly in the professional field. By dint of great sacrifice she completed her college course, earning money during this time by assisting in housework. Her college course gave her no hint of professional opportunity ahead of her, with one exception: she wrote a poem which was accepted by a college publication. No college course specifically opened out to her the world of vocational service and pointed out how she might discover her abilities. Even after graduation she served as a high-class assistant housekeeper for some years. Quite incidentally, as the result of her sister's undertaking service in a summer camp, Florence grew to know something about boys' and girls' clubs and manifested some interest in that work. This interest developed until she began to show talent in a number of directions.

Later experiences have shown that Florence might have succeeded in any of the following occupations: artist, teacher, writer, social worker, nurse, and institutional manager. In two of these she already has held responsible positions. Nevertheless, her lack of an appropriate start has interfered with any continuous achievement in professional life.

1. What opportunities can the college offer for the discovery of talent?

2. Should the college appointment office give housekeeping jobs to any and all students, or should some sort of discrimination on the basis of college marks, college year, or other data be used in assigning such work?

3. Outline various try-out experiences, either inside or outside the high-school or college curriculum, which might have revealed professional ability.

4. What vocational literature would you advise such a person to read during her college course?

5. Is there possible computation by which a counselor might measure financially "the waste of unguided ability"?

CHAPTER XI

PROBLEMS IN THE CHOICE OF AN OCCUPATION

86. Wrong Choice of Job

N.G., who was brought up on a truck farm, was a young woman with an I.Q. of 110 but with an unattractive personality. She completed high school and was sent to college.

Upon graduating from college she received a certificate to teach, having finished a course in education. She taught two years (both years in different schools), but found that she did not enjoy teaching and continued it only for the sake of the salary. She wanted to be back on the farm and raise flowers and vegetables to sell in the market, but thought it beneath her dignity after having graduated from college.

A teachers' agency secured for her a third position, in a rural school. Here she taught history and mathematics. Although she claimed to have been successful in her other schools, she proved to be a poor disciplinarian; the pupils thought her unjust and did all they could to show defiance, even imitating her peculiarities.

Soon N.G. failed to prepare her lessons; she demanded that the students use the words of the book. She showed no originality, no initiative, no tact, and lacked the sense of humor to make amends.

After becoming completely discouraged she decided to leave the school at the end of the year. She then did indiscreet things to cover her pride and to appear popular.

At Christmas she was discharged without notice. She returned to the truck farm to remain "until she could secure another job."

1. Why was this young woman encouraged to be a teacher?

2. Could a try-out in teaching have saved the situation?

3. How could the college counselor have helped her to see the dignity of farm labor?

87. Use of Tests for Change of Occupation

Marie, a girl of good character, high social standing, and exceptional musical ability, graduated from the high school at the age of eighteen with merely a passing record.

Because of her fondness for children she applied for admission in a children's hospital for a nurse's training. On account of her youth her application was placed on file, and she was told to return for admission when she was twenty-one. This she did, and successfully fulfilled her duties for the first year. In the second year, however, she found it impossible to do the work in the study of science. The superintendent of the hospital advised "coaching" for her. The "coach" tested her and found that she was so lacking in mathematical ability that it would be useless for her to attempt the scientific part of the hospital training.

The results of this test were explained to her so that she realized the full significance of the facts and turned to her second choice of an occupation—training for a kindergarten teacher.

1. In spite of the results of the test might it have been possible for Marie to have carried out her plans for a nurse's course and trained in a hospital of lower standing? Should mathematical ability have been required?

2. In all cases is it advisable to explain the results of tests to the individual? In any case?

3. Could the possession of especially desirable personal attributes offset the lack of mathematical sense in practical nursing?

4. Are there any tests for discovering teaching ability or the ability to study? How may such abilities be discovered?

5. Should the nurses' school have discovered the girl's lack before admitting her? What about her guidance in high school?

6. Is the nursing experience likely to be useful to Marie in the kindergarten work? If so, did she obtain this preparation in the best way?

7. Was the coach right in drawing his conclusion from a single test, without trying to teach the girl?

8. What uses might have been made of the girl's time between the ages of eighteen and twenty-one?

9. Is there any likelihood that the girl's second choice is any better than the first?

88. Too Young to secure the Work of his Choice

Francis found it difficult to secure the right employment because of his youth. Owing to acceleration he graduated from a commercial high school at the age of fifteen years and six months. He had an enviable school record and was prepared to do stenography and typing. He was a tall boy, and had a pleasing and dignified manner, which made it easy for him to pass for a year or two older than he was.

Francis had no desire for further day-school training, and because there were younger children in the family he wished to become a wage earner as speedily as possible.

He was sent to interview several employers, and made a favorable impression. However, when he was required to give his age, he was refused as too young to take responsibility. Moreover, the fact that according to the state law he would be obliged to attend continuation school four hours a week for several months reacted against him. In a few cases he was offered errand-boy or office-boy jobs at a small wage, but these he refused. As he said: "Why should I be obliged to start so much lower than the other fellows in my class just because I am younger? I can do as good work as they can, if I am given the chance. What's more, I'll lose my speed in stenography if I do not use it."

He tried for six weeks to find the kind of job he wanted, then became discouraged and went to work in the shipping department of a machine-manufacturing company at a wage of $10 a week for a nine-hour day. He had no opportunity to use stenography or typing.

After four months he changed to general clerical work with a large life-insurance company, at a slight advance in pay. He has been on this job over a year, is reported as doing "excellent work," and is receiving $14 a week. The physical conditions in his present employment are of the highest type, but the maximum salary is not large, and it is improbable that the work he is engaged in will aid him materially in securing a more responsible position elsewhere. Meantime he says he has lost his ability in stenography.

1. Criticize the attitude of the employers to whom Francis applied for work directly after leaving school. Does the ability to take responsibility necessarily depend on age?

2. Discuss the results of acceleration from the point of view of (1) the boy who is going to college and (2) the boy who must go to work.

3. Francis is now eighteen. What would you advise him to do?

4. Do you consider the "loss" of his stenography serious? In what ways might it have proved valuable to him? What opportunities exist for relearning stenography in case the need arises?

5. Were the boy's teachers and counselor partly to blame for his difficulty? How?

89. Needs to consider Vocational Alternatives

Charles, aged eighteen, a sophomore in high school, is somewhat worried about his future work. He entered with the present upper junior class, but has failed in various subjects and has been demoted twice. He is taking the college course, but with no conviction that it is of value to him, and he has reached the point of being much disturbed by his lack of decision about his future. He considers entering a good technical school to become an "electrical expert," and declares that he would "get to work on his studies" if he once decided on such a course. The work he does under the stimulus of individual attention indicates that this may be possible.

Outside of school hours Charles devotes much time and energy to the piano. He longs to play the best music well, but does not have confidence enough in himself to undertake it as a life work. His teacher gives him very difficult

music to study but apparently does not take any responsibility about encouraging the boy to hope for a musical career.

Two hobbies, chemistry and electrical experiments, claim some of this boy's time, and he seems fascinated with the idea of inventing. Charles's father feels sure that his son is good for business only and is planning to let him try out salesmanship during the coming summer, with a view to his leaving school if he likes the work.

The boy is of a serious, temperamental disposition, apt to waste much time in dreaming, but very quick when he is working. He is keen enough in self-analysis to have forced himself to be more sociable and less serious in company than he once was. He is not a popular boy, but he is well liked and has friends among the boys.

1. Is it right that Charles should feel uneasy because his interests are so scattered?

2. Are there some steps in guidance which he has lacked?

3. Consider the advantages and disadvantages of the plan for the summer.

4. Apparently it would help if his music teacher would be more definite in his criticism. What may be his reasons for refraining? What about asking the opinion of musical experts?

5. What would be the value of an intelligence test in a case like this? or the tests of musical ability?

6. Would a requirement by the school of a higher grade of work in the college course have helped Charles? If so, how?

7. Outline a plan of try-out for him.

8. Where does the responsibility lie now? What would you do if you were his parent? his teacher?

90. Wrong Choice of Occupation

A boy in one of the high schools of a large city told the vocational counselor that he intended to graduate from high school and then to attend a school of pharmacy. He said that if the prohibition law remained in effect for five years after he graduated from the school of pharmacy he would be a rich man.

1. Should high-school education be denied to a boy making such a statement?

2. Is it possible for a counselor to handle this case alone effectively? Would the boy be likely to be influenced by parents or other adults?

3. Would a class for the discussion of occupational questions be able to handle this question better than could a counselor in a personal interview?

4. Could the civics class do anything for the solution of such a problem?

5. Could the class in economics do anything for the solution of such a problem?

6. What responsibility has a school of pharmacy?

91. Victim of False Guidance

A man twenty-five years of age wrote a vocational counselor the following letter:

I hereby apply for your service to enable me definitely to ascertain what vocation I should pursue in order to exercise my dominant natural abilities, and attain the greatest measure of success and satisfaction.

I shall place my case entirely in your hands, and shall expect definite and complete advice as to what vocation I am best fitted

for, by inherited and acquired abilities, and the reasons therefor; also advice as to how to go about entering this vocation.

If possible, I should like an interview.

1. Outline the response that you would make to a letter of this character.

2. What justification is there in thinking that a counselor can give the man the help he seeks? Is it possible that a counselor might do something worth while for the man and thus forestall false guidance which he might otherwise receive?

3. How could this man have developed the idea that anybody could settle his vocational problems for him? How can such mistaken ideas be prevented?

4. Suppose the man believes there are definite tests for deciding on vocations, what would you do in a case of this sort? Would there be any justification for giving the man a psychological test, even if you thought the test unnecessary?

5. What avenues for advice and opportunities for self-discovery are there open to such a man as this? Let us suppose that the man is not particularly given to reading and study.

92. Compromise with Father by delaying Choice of Vocation

Meyer K., a boy seventeen years of age, was in the first year of high school when the counselor was called upon to advise him on a matter involving delicate questions of family discipline. After several conferences a successful plan of compromise was worked out.

The boy was determined to be a musician and wished to bend every effort toward that work. He resented his father's advice and had come to actual revolt against him. The father, on his part, was stubbornly determined to have

the boy become a doctor. Furthermore, he wished the boy to work for him daytimes in his store and to go to evening school to take the preparatory work for entering a medical college.

It developed that the boy had, a year or so before, obtained an interview with a prominent violinist, who had encouraged him in his ambition to be a musician. This man, however, had told the boy that he should practice eight hours a day, and the boy was faithfully following his suggestion, although he was still willing to go to the high school. At this point, the difference of opinion between father and son became so great that the boy ran away to New York, intending to work out his plans there.

He was brought back, and the quarrel was continued. The counselor heard of the difficulty and set to work to study the case.

Finally a compromise was proposed to the boy. It was suggested that he delay settling the question of whether to become a musician or a physician. It was pointed out to him that, whichever he became, a high-school education would be of use to him. The need for the study of English, history, civics, and other high-school subjects was stressed, both for civic values and for higher success in music. It was pointed out to him that he could "keep his hand in" in music by practicing one hour daily, and that in the long run nothing would be lost if he had real talent and wished to take up music more intensively later. It was further suggested that he agree to work for his father in the store after school, on Saturdays, and during vacations.

The counselor also gave the boy a complete explanation which was sufficient to enable him to convince the father

that evening-school preparation for entering a medical school was utterly impracticable. The boy convinced his father, the compromise was agreed upon, and the boy remained in school.

1. Make out a statement showing the gains made by the father in this compromise and gains made by the son.

2. Make a similar list of losses by each, and then be prepared to state whether you think the compromise was a fair one, and give your reasons.

3. Was it wise advice to delay the question as between violinist and physician? What dangers may come from this delay? What advantages?

4. Is it true that practice of one hour a day is sufficient to keep alive the talent and ambition to be a violinist if there is real talent?

5. The counselor at no time saw the father or any member of the family except the boy. Do you think this was wise? What advantages occurred through the boy's working out the compromise himself? Do you think there were dangers?

6. What are the arguments which make evening school impracticable for the work this father desired?

The boy completed the three remaining years of his work in high school with an honor grade in most of his subjects. He has signified his intention to go on to college, and says that he will take the necessary pre-medical work and by that time hopes to have decided on his career. He works for his father afternoons and other times that he can spare. His home relationships are congenial, and there has been no need to argue with his father about future plans. He practices on his violin in moderation and does

some recital and entertainment work, but has not let it interfere with school or work. He says that he will not need to reach a final decision for a year or two more.

7. Is the boy wise to delay his choice further, particularly if it involves pre-medical studies? Should he be advised to reach a definite decision on graduating from high school?

8. If the boy plans to become a musician, should he go on to a general college education?

93. Overguidance

Carl and Herbert are the sons of an intelligent, wealthy American woman who has spared no trouble or expense in preparing them for professional careers. Their early education was under the direction of a private tutor, and their mother supervised their recreational hours. They escaped the children's diseases, along with the undesirable manners and traits of growing youth. They were considered the best-behaved and most-cultured boys in their vicinity.

In college Carl followed the guidance of his mother and graduated with honors. Herbert, however, became a ringleader in college pranks and was expelled in his sophomore year. He refused to follow his mother's guidance, which resulted in discontinued allowance until he would do as she wished; as a result he went to work in a store. He soon lost interest in this job, and because of his love of machines he went into a shop. Here he learned by his failures and, in the end, did exceptionally well. At the age of twenty-four he owned one of the best shops in the city, and today he owns his house, is the father of several well-behaved children, and is a leading citizen in the community.

After Carl and his mother had traveled abroad, he returned for graduate academic study. Lack of initiative made him unfit for professional life; today he is a bookkeeper earning $30 a week. He is discontented in his work and regrets the fact that he did not prepare for a special vocation.

The mother wonders why Herbert rather than Carl should "have acquired the good things of life."

1. How might overguidance have been prevented in this case?

2. Is effective guidance possible without giving children practical experiences on different kinds of jobs? Why?

3. How much opportunity is there usually for a strong-willed individual to influence a student? What are the dangers?

4. Should a counselor follow up an expelled student? In what way?

CHAPTER XII

PROBLEMS IN PREPARING FOR THE VOCATION

94. Choice of High-School Course

John D., a grammar-school graduate at the age of fourteen, has no vocational ambition and is being influenced in his choice of high school solely by his father's desire.

John is an attractive, normal boy of average intelligence, with an interest in athletics. His father, although he received little formal education, is a prominent and successful business manager and has a deep interest in Sunday-school and foreign-mission work. John's sisters have received an excellent education and are willing to help the boy in his work. Both girls have been influenced by their father to enter the foreign-mission field.

Mr. D. insisted that his daughters take a classical course at high school, but later felt that this had been a mistake in the case of one of them. Now, although he is desirous that John shall become a physician, and knows that Latin is necessary for the pursuance of the study of medicine, he is not willing that the boy shall take a classical course. He has applied to the vocational-guidance office for advice.

1. What advice would you as vocational counselor give to John? to his father?

2. Can you suggest any try-out courses for a boy who is thinking of entering the medical profession?

3. Make out a list of subjects a knowledge of which is desirable for the student who is to enter the medical profession. Underline those subjects which are necessary for success in the profession.

95. Choosing among Several Alternatives in Vocational Education

Thomas H., a senior in the college preparatory curriculum in high school, is considering architecture, with the following possible alternatives: mechanical engineering, chemistry, naval architecture, aëronautics. His problem is to decide just what to do on graduating from high school.

Thomas has done reasonably well in high school, reaching the senior year with only one failure, and is now studying chemistry, physics, French, plane and solid geometry, and trigonometry, and receiving instruction in Spanish outside the school. He has passed the college entrance examinations in algebra, history, and English, and must take the examinations for the studies mentioned above when he graduates from high school. He is already engaged for this summer as a camp counselor.

1. What plans should Thomas make in view of the possibility of his not succeeding with the examinations? He has already failed in the examination in physics and is going to try it again after repeating the course in high school.

2. In view of the different levels upon which architecture may be entered, which of the following alternatives should the boy select next, and what are the arguments for and against each?

a. A liberal-arts college for two years.

b. A liberal-arts college for four years.

c. A four-year engineering school to begin the study of architecture on an undergraduate basis.

d. Two years' work in an architectural office until he is twenty-one years of age, then enter a graduate or an undergraduate school of architecture as a special student.

e. A two-year course in architecture offered in a mechanical institute.

3. Is it likely that the boy could take evening-school work while working in an architect's office?

4. If he works in an architect's office, what are the opportunities for obtaining general studies, such as the history of architecture?

5. The boy has a slight slowness in recognizing colors, and there is some possibility of defective color sense. What difference might this make in his plans?

6. Of the vocations he is considering, as mentioned in the first paragraph, which seems best?

7. What possibility is there for expert counseling for this boy during the next four or five years of work or study?

96. Choice of Vocational Course in College

G.C., aged sixteen, is a senior in a high school located in a coal-mining town. He is an excellent student, well liked by the teachers and student body. His out-of-school hours are spent in working in a garage or in making radio receiving-sets.

He plans to become a chemical engineer, taking the course at a neighboring university. Someone has told him of the oversupply of chemical engineers, yet he insists on entering that field. It was suggested to him that he enter a school where the chemical engineering course was on the

coöperative part-time basis. The advantages of such a school were pointed out, as he will have to support himself in part.

1. Should students planning to enter the engineering field be guided toward universities that offer courses on the coöperative part-time basis?

2. Should a student be influenced not to enter a field or a profession that is overcrowded?

3. Is a vocation ever overcrowded for a boy with good ability and keen interest?

4. What reliance should be placed on the unguided choice of career of a high-school senior?

5. What presentation of facts might lead such a boy to review his choice before enrolling in the engineering school?

6. This boy's aim seems to be in the field of engineering. Should he make a definite choice of the kind of engineering before he enters college?

97. A Young Man must evaluate the Benefits of Full-Time and Part-Time Schooling in Art Work

G.H.W. attended school to the eighth grade, then, at the age of fourteen, entered a cotton mill, where he worked for two years as a checker and for three years as a weaver. Later he worked about six months as an attendant at a gasoline filling station. He has always had a desire to do work along art lines. He did a considerable amount of artistic work without instruction, and then studied for two years at an art school in his home city and for about six months in a school in a larger city, but was obliged to give it up at that time for financial reasons. He was not at all satisfied with any work in which he had so far engaged.

G. finally reached the point where he decided to prepare himself for work in art. The counselor and G. interviewed several artists and presented specimens of G.'s work, with the intent of receiving advice as to the course to pursue. The general opinion of the artists was to the effect that further training in art was advisable. The question was then raised as to whether G. should take a full-time course in commercial design and illustration or should find a position where he would be paid a small salary,—the position to be one in which he could use to a certain extent his knowledge of art,—and then attend evening classes at art school. He is now twenty-four years old.

1. What factors would you consider before advising a choice in this case?

2. What would you advise G. to study outside his regular work in art?

Arrangements were made and a suitable place was found for G., at a salary of $15 per week, to do a considerable amount of lettering, copying, and some original designing. He entered a course in commercial art at a first-class evening school and has made a considerable amount of progress. It is too early to say that he will be successful.

3. Do you believe that better results will be obtained from the combination form of training described above, or do you think that G. would make better progress by a full-time course in art school?

4. Draw up a list of points to be checked in making a decision as to whether a full-time educational course or the part-time system of work and school should be utilized in a case of this nature.

98. Choice between Work and School

Walter, a junior in high school, is leaving to take a position as errand boy with a bond-selling firm. His parents want him to stay in school, and, except for his promise to his prospective employers, Walter shows no great conviction about leaving. It seems that perhaps the matter ought to be decided for him in favor of school.

This boy has been kept back a semester for three failures in mathematics and one in Latin. He transferred his work to the technical course and later requested a change to the commercial course. This could not be arranged. His work has been poor lately, and he is below grade in French and mathematics. His conduct has recently been so bad that he has been sent to confer with the school principal about once a week; he has played truant frequently. He is reported as showing no response to encouragement and none to punishment. Upon investigation of home conditions the school authorities find no helpful influence, owing to disagreement and cross purposes in the family.

Walter plans to attend a private commercial school three evenings a week.

1. Has the school anything further to offer this boy? What may be the reasons for his indifference?

2. Outline a guidance system that would have brought this boy's plans to the attention of the school before he had made the agreement to work.

3. In consideration of the boy's good work in all but one subject when he began high school, and his good conduct until recently, has he received the proper help and guidance from the school? from the home?

4. What good reasons may have prevented the boy's transfer to the commercial course?

5. The home is not helping the boy. Could the school have taken its place sufficiently to make the attempt worth while?

99. Wants to prepare for Different Occupation

L.C. is just sixteen and is about to end her weekly attendance at continuation school. She left the junior class in high school in the late fall, and now explains her leaving as due to failure in one subject last year and loneliness on account of her chum's leaving school. She went to work in a factory and is quite dissatisfied there. She is very capable in continuation school and is far superior to her associates. She has asked advice from the continuation-school principal about a private commercial school. Her teacher has suggested that she return to high school, but L.C.'s answer is that her mother warned her when she left school not to complain later. The teacher, impressed by the girl's unusual appreciation of literature and her high ideals, is pressing the matter by consulting the high-school and continuation-school principals; both are against pupils returning, once they have left. The mother, aged fifty, and a brother twenty years old are both working.

1. Shall the teacher take the responsibility of forcing the matter further?

2. Suggest a guidance plan that might have prevented the present problem in this case.

3. What can be said of the attitude of a continuation school in cases of this sort?

4. Is the high-school principal right in his attitude?

100. Full-Time Schooling not Adapted to Student's Needs

Charles B. is a student in the college preparatory course of a large high school. It is evident that a program of part-time work and part-time schooling would be better suited to his needs.

Charles has enrolled in civics, English, algebra, and Latin. He is doing passing work in all his studies except Latin, but his algebra mark is barely passing. In English and civics he is somewhat better. It is clear that even if he finishes his freshman work with passing marks, he will have trouble later on and is not likely to graduate on time. The chances are very strong that he will have a long record of repeated failures throughout his high-school experience and will finally leave the high school very inadequately educated.

His counselor thinks that it would be best for him to transfer to the industrial course. The boy, however, has no interest in handwork, since he wishes to prepare for college and to engage in a professional occupation; he has not yet chosen which one. The counselor thinks that if the school maintained a part-time plan, the boy's education might be continued successfully. Under a half-time plan at high school and a half-time job, alternating either by half-days or the "week about" plan, the student could take two studies and could probably succeed in them. His studies might still be in the college preparatory course; and even if it took seven or eight years for him to complete the course, the counselor thinks that the boy would be better equipped in the end for successful work in the col-

lege. The counselor seems to be influenced in this opinion by the Antioch College plan of alternate periods of work and study.

1. Do you think that such a boy in the elementary school should have been persuaded to enroll in the industrial or commercial course of the high school?

2. Is the boy's ambition to achieve a college education and to serve in a profession a sensible one?

3. Should the studies in a college preparatory course be "harder" than the studies in a general course? If the school gives credits point by point, should any one credit be approximately equal to any other credit, or is it inevitable that Latin and algebra will be hard studies?

4. Do you think there is any method by which the boy himself can be put in shape to succeed with the college preparatory course of four regular studies each year? What difference would be made in your answer to this question if the boy's intelligent quotient were found to be 120? 100? 90?

5. Is the counselor justified in thinking that the part-time plan would be helpful to the boy? Is it likely that two studies and a half-day of work would be even worse for the boy than four studies and no work? Would the alternate-week plan of four studies throughout one week and full-time work the next be better?

101. Boy too Young for Correspondence Course

In one of the summer military-training camps was found a boy of eighteen who presented himself for vocational counsel. It developed that he had answered an advertisement and was taking a correspondence course, although his educational background was meager (sixth grade) and his

job was of an automatic sort in an industrial plant. On the counselor's asking the name of the course the boy replied, "electrical engineering." The counselor asked how far he had gone in the course, and the boy's answer was, "up to square root."

Here was a clear case of overselling on the part of a correspondence-school agent. The boy said that the total cost of the work he had signed up for would be in the neighborhood of $300. The counselor told him that he was studying arithmetic and not electrical engineering, and that the best thing for him to do was to write to the correspondence school explaining that it was evident that he was not yet prepared to enroll in a course in electrical engineering, and therefore the course would have to be dropped. He was advised to write to the counselor if the company objected to his dropping the course and thus breaking his "contract." The reasons for this advice were carefully explained to the boy.

The boy was further advised to get as much value as possible out of the work he was doing, to do all the outside reading he could do, and when he became a few years older to enroll in mathematics and drawing in a night-school course.

1. Has a correspondence school the right to sell a course called electrical engineering to a boy who has not yet learned square root? Is this right legal or moral? What methods are used in selling courses?

2. Under what circumstances should a person enroll in a correspondence course? Should such a course relate to his daily work? Should it be in short units? Should there be a contract?

3. Why did not the counselor advise the boy to enroll in night school at once?

4. Are there any other educational opportunities open to this boy?

5. Was the counselor on safe ground in advising the boy to break his contract?

6. Outline a plan for breaking down the obvious false guidance resulting from the extreme cases depicted in advertisements.

102. Vocationally educated for the Wrong Type of Work

J.S.J. attended school through the seventh grade and left to work in a cotton mill. He remained for a period of six years; then, becoming much dissatisfied, he entered a hospital for training as a nurse, and in 1917 enlisted in the army. Upon his return he secured night employment as an assistant foreman, but this work was not satisfactory, and at the end of two years he decided to make another change.

He entered a vocational school and completed a course in jewelry designing. After six months of employment J. became convinced that he had made a mistake in his chosen occupation and in his vocational education; he was certain that he was not adapted for jewelry designing. He disliked it very much and had remained at school only because, as he said, he "wanted to complete the course and get a diploma."

J., at the age of twenty-seven, was then faced with the task of vocational reëducation or with remaining in the work for which he had prepared himself, even though he heartily disliked it.

1. What do you think is needed to bring J. to a decision as to the type of education he needs if he is to achieve contentment in vocational life?

2. Do you think that vocational-aptitude tests of any type can be used at present to help this man?

3. How could his wrong choice have been prevented?

4. Was there any sense in his desire to get a diploma, since it was the wrong one for him?

This is a case of a man who had been educated for a specific job in the jewelry trade, thus limiting his sphere of employment both as to the place of employment (geographically) and as to the type of work to be performed.

After being interviewed by the counselor, J. expressed a desire for a course in armature winding in a large electrical laboratory. He believed that he would be successful in learning this trade and that he would be happy in it. He said that he had always been interested in different phases of electricity, and that he had had considerable experience in machine shops which would be of assistance to him in this occupation.

5. Do you believe that the young man's history shows evidences of instability which would hinder him in this new choice for vocational education?

6. Is it advisable to "scrap" J.'s entire vocational education in jewelry designing and start anew?

7. State which of the plans below you would follow in this case:

a. Advise J. to reënter hospital training.

b. Recommend the trade of armature winding.

c. Advise his remaining in jewelry designing.

d. Select a tentative objective after a thorough testing from a physical, mental, and vocational-aptitude basis.

e. Leave him alone for a period of six months and see what results.

103. Wrong Education

Leona, aged twenty-two, a junior in a teachers' college, is an excellent student in all her school work, including voice and piano. She is preparing to teach school and is majoring in biology and natural science. She belongs to the literary clubs and chorus and tries to carry on her share of extra-curriculum activities. She lacks a forceful personality, has few friends, and is never missed when not present in a group.

She is earning her way through college and taught a rural school for two years, following her first two years in college, to help toward her expenses. During these two years she demonstrated that she was a poor teacher, although she herself did not realize that she failed. She could not maintain discipline, had difficulty in imparting knowledge to the pupils, and could not adjust herself to the activities of the community. As a teacher she conscientiously tried to do good work.

Her classroom work at college is an unfailing joy to her instructors. She will graduate as an honor student and will receive a life certificate that will permit her to teach in any school in the state.

1. Should colleges grant life certificates to teach based on one's scholastic work alone? What other standards can you suggest as bases for certifying teachers?

2. What would you advise Leona to do?

3. Would the state university have been a better school for her than the state teachers' college? Why?

4. What kinds of educational or other research might be open to this type of student?

104. A Choice of Trades

Michael A., fifteen years old, has left the grammar school and has gone to work temporarily in his brother's barber shop while he is awaiting an opening in the trade school or an opportunity to work with a skilled mechanic who can teach him carpentry, auto mechanics, or electrical work.

The boy enjoys his work as a barber, but thinks that he can earn more money in one of the mechanical trades. The boy's stepfather works in a machine shop. Two older brothers attended a trade school, and although both are now successful, each changed from the work for which he first prepared.

Michael is a boy of pleasing appearance, but was a very hard disciplinary case while at school. He was said to be disobedient, disrespectful, stubborn, morose, and ugly. His report showed failures in arithmetic and language, but passing grades in other subjects. His chief reason for going to work was his dislike for school.

1. Would you advise the boy to take up another trade or to learn the barber's trade? Why?

2. What are some of the difficulties in the way of each of these possible plans?

3. How would you help Michael to plan for his education if he remains in the barber shop?

4. Where would he be able to get help in reading or in courses which might help him with his trade?

5. Is an intelligence test necessary? Why?

105. A Young Man has Vocational Problems

A. W., colored, single, attended high school for three years, working his way as a coat boy in a club and as an errand boy, and found himself at thirty preparing for a new vocation. At the age of twenty-five A. had been a chauffeur, but a disability incurred in war service prevented him from returning to that work.

A. is now studying at a business college, making good progress in the stenographic course. He has a rating of A on a group psychological test, standing at the top of a list of twenty-five students. He is a faithful and conscientious worker, but is at a loss as to his future. He is not farsighted with respect to his vocational life and is content to live for the day alone.

Before entering the business college A. had attended a college for colored people about a year, in preparation for a teaching position. His work at the college was satisfactory, but a desire to be at home brought him back to the business college.

A. is very much interested in writing, and has written several articles and short stories that show some promise. He has expressed at times a desire for newspaper work, but the opportunities are scarce in his section of the country. He is strong in personality, likely to be a leader, but at the same time he does not realize the problem of his vocational life. He will be graduated from the school and will be competent to hold a stenographic position.

A.'s counselor believes him to have exceptional ability, but is much puzzled to find help for him. The counselor is rather inclined to let things alone, believing that A. will take care of himself when his schooling is completed.

1. What would you, as counselor in this case, do to make A. realize that he has a problem to solve?

2. What vocational possibilities are open to A.?

3. What do you think might have caused A. to abandon his plan to become a teacher?

4. Can you suggest how to capitalize A.'s potential ability in writing?

5. To what extent does the fact that he is colored affect this problem?

6. What are the next steps in guidance to be followed in helping A.?

106. Vocational Ambition Unwise

The child star of a recent popular film is now on the books of the school placement office in his home city. He and his two sisters insist that they wish to undertake no work except that connected with the "movies." The moving-picture directors, however, state that it is unlikely that any of these children can be engaged for regular work in the moving-picture industry.

The school officer who has charge of placement states that he was recently called to a place where a picture was being filmed to confer with the director on the question of work for a large number of children being used in the production. The director stated that these children were shortly to be discharged and that he wanted the school

people to help in placing them. In practically all cases the children are likely to be very much averse to "uninteresting" kinds of jobs.

1. What possible solutions can you see for an occupational problem of this sort?

2. Should classes in occupations take up the disadvantages (as well as the advantages) of moving-picture work?

3. What child-labor law should apply?

CHAPTER XIII

PROBLEMS IN SECURING WORK AND PLACEMENT

107. Needs to secure Information on Possible Openings

L. C., a man of twenty-five, has a good personality, the power of expressing himself, and the ability to meet strangers. His education in a city school system was interrupted in the eighth grade. For the next few years he attended a "grammar school" in Canada, apparently of secondary-school grade. Upon returning to the United States he reëntered his former elementary school and obtained his diploma at the age of seventeen. He then went to work, and has served as office clerk, retail and wholesale salesman, bookkeeper, and accountant, and has even tried out manual work in a factory for automobile bodies. He has attended evening classes in accounting and is employed at present by a prominent accounting firm. But L.C., with a wife and child to care for, finds himself in employment which he heartily dislikes and getting along little better than the average worker. His employer advises him to study further if he wishes to stay in a profession so crowded. His doctor tells him that a difficulty with his health will never be relieved as long as he is in such sedentary work.

This young man feels confident that wholesale salesmanship would suit him. His previous experience in this line

was during a period of overproduction when he was really not allowed to do business. Outdoor work of various sorts also appeals to him. The difficulty is that he sees no change possible without a sacrifice in money, a sacrifice impossible under the circumstances.

1. Is the desired change out of the question? How frequently is a change brought about under such conditions?

2. What considerations could have influenced this young man to stay in work he disliked?

3. Is there any possibility, through study, of L. C.'s obtaining a satisfactory salary upon starting in salesmanship? What about a position with pay on the commission basis?

4. Is there any agency which this man may consult for information?

5. Is the advice of the doctor good advice? Might it not be possible for leisure time and recreational activities to compensate for the sedentary character of the job?

108. Seemingly Unable to get a Job Himself

T.O., aged thirty, of pleasing personality, a college graduate of the business-administration course, seemed unable to locate an opportunity for employment and leaned heavily upon others. After leaving college he made a few half-hearted attempts to secure employment but never with any success. He wanted a business position, but was not certain of the definite line he desired to follow, and his attempts to secure a place were always fruitless. It was believed that he would have excellent ability to hold a job, but his effort in searching out and securing an opening was very poor.

T. remained at home for over a year, doing odd jobs about the house and apparently not worrying over his future, but the counselor in the case realized that T. was becoming a serious problem to himself and to his family. The counselor had given him the names of several firms, and T. had applied for employment but had met with no success. To avert further trouble, the counselor arranged to accompany T. to a large manufacturing plant where the counselor had knowledge of a vacancy. As a result of the conference T. was hired as a sales correspondent at a salary of $35 a week. He carried on in this work satisfactorily, and in about six months a vacancy on the sales staff opened up in a distant city. T. was assigned to the territory, and after a short period of training on the job he was left in entire charge, and has since made a splendid record in sales. He has married, established a home in the city, and is in line for an excellent business position with an old-established firm.

1. Can you give reasons why T. was unable to secure a position for himself?

2. How can you account for the fact that T. is a successful salesman and yet was unable to sell his own services in locating employment?

3. Do you believe that a college course in salesmanship invariably aids in developing ability to sell? What practical exercises may be included?

4. Is placement immediately following training necessary for success in employment?

5. Would it have been better for the counselor, knowing that there was a vacancy, to have sent T. a letter of introduction to the firm? Why?

6. What are some of the methods of securing actual opportunities of employment?

7. Do you believe that this reluctance to seek employment is likely to follow T. through life? In what way might it be overcome?

109. Needs to know how to interview the Employer

F.C. took the commercial course in high school, completing her work with a fair grade. She took violin lessons throughout the four years and wished to devote all her time to music after leaving school. Her parents decided that they could no longer finance her musical training and that she must work to provide the means to carry out her desires. She was greatly discouraged, and felt that her whole life was ruined.

She was sent to apply for an office job where she could have had permanent work and where she could have made good without doubt. She told the prospective employer of her musical ambitions and that she wanted the work only to enable her to pay for music lessons. As a result she was told to look elsewhere for employment.

1. Do you think the employer was justified in his decision? Why?

2. How much information regarding personal affairs should be volunteered by a person applying for a position?

3. Who should do the talking in an interview to secure work?

4. What attitude on the part of the applicant usually creates a favorable impression on the employer?

5. Make out a list of suggestions covering points that you consider necessary for a young person to observe in interviewing an employer.

110. Must choose between Two Positions

M.O.T., aged thirty-three, was born in England, where he attended evening high school for two years. He came to America with his wife and child and worked as a laborer for eight years. He later worked in the shipping room of a large department store and became the foreman of the room.

At the age of thirty M. was entered in a course of training to overcome a serious war disability, due to gunshot wounds in his legs, which at that time prevented him from returning to his old work. A try-out in a business course was outlined for M., and he was successful in it. He completed an excellent accounting course, with high grades. During the course M. took three civil-service examinations and passed each with a high rating.

At the completion of his schooling M. had an opportunity to enter employment in the office of a department store as a bookkeeper at a salary of $30 a week, with chances of promotion, and he had at the same time an offer from the government for employment as immigrant inspector at a salary of $1740 a year.

M. deliberated over the situation for a considerable period of time and consulted with his adviser concerning the chances of promotion, the agreeableness of the work, and other matters relative to the separate fields of endeavor open to him.

1. With these facts in mind what advice would you have given M.?

2. What points would you advise M. to consider before making a decision?

3. Is service rather than selfish personal desires a sound basis for decision in a case such as this?

4. In the evaluation of employment opportunities what points must be taken into consideration before a wise choice can be made?

5. To what extent should the possibility of an initial salary higher than can be obtained for a beginner in a business justify entering government service?

CHAPTER XIV

PROBLEMS IN READJUSTMENT AND PROMOTION

111. Employment and Education Both Essential

Albert M., seventeen years old, is unemployed and was sent to the counselor for guidance with respect to employment and further vocational training.

Because of financial pressure Albert left grammar school in the seventh grade, at the age of fourteen. He comes of foreign parentage, and his early schooling was difficult for him. His father is an unskilled laborer, and Albert has two younger brothers.

Since leaving grammar school, Albert has graduated from evening school and has taken evening courses for two years in architectural drafting and for one year in mechanical drawing. During this time he has been employed as a bench worker for an optical manufacturing company at a wage of twenty cents an hour.

Albert is neat in appearance, well-dressed, tall, of average or high-average intelligence, and has superior ambition and application. He has had no experience with try-out courses, and it is impossible for him to return to all-day school owing to lack of resources. He expresses a wish to become a contractor and builder or an architect.

1. Do you think that further education is advisable?
2. Would you recommend a scholarship fund for Albert?
3. Upon what would you base a choice of training?

4. Would employment during the day and further evening courses solve the problem? What kind of employment?

5. What would be the first step you would take, as counselor, in this case? Why?

6. Is employment the most necessary thing in this case at present?

7. Outline a plan for the next three years of Albert's life with respect to his employment and education.

112. Difficulty in changing Jobs in the Same Establishment

Tony M. worked in a candy factory and had a very laudable ambition to "learn the business." He found difficulty in the process, however, because the factory did not encourage transferring from one department to another.

This boy not only received no encouragement from the factory but actually had to quit his job, running the risk of unemployment. He found it necessary to be hired all over again in a different department and to begin work at a lower wage. He first talked over his plan with his foreman, but found no sympathy, and the foreman was unwilling to approach any other foreman to see if transfer would be possible.

The boy made changes at two different times, thus working in three different departments, and in the case of each change lost money by the venture, though naturally his wages soon went up again.

1. Discuss this question as broadly as possible. What losses to the individual, to the factory, and to society were sustained by the policy of this factory?

2. Was it worth while for a boy with the initiative Tony manifested to remain in such a factory? What would you have advised him if he had come to you for help?

3. Is there any way in which the school can have such contacts with industry as will make it possible to help in the education of such a boy? (Tony was seventeen, a little too young for efficient work in night school.)

4. What plans can you suggest for a factory, or for industrial life generally, to assist in the industrial education of such a boy by giving opportunities for a varied experience?

113. Young Man not interested in Present Occupation

Paul, the young man referred to in the case beginning on page 71, at the end of the summer following his graduation from high school, found most of his friends leaving home for colleges or schools. At first the boy did not realize that this would mean an adjustment for him, as he felt that his change from school to business had been made successfully. He was first made aware of this new adjustment by the change in the social life of the club, where the new high-school seniors now dominated the affairs of the younger set in which he had formerly taken a very active part.

After a few attempts to "fit in" with the new group, he lost interest in the club and put all his energy into his work. In the first year he earned a promotion and was put in charge of the distribution of advertising material over a rather wide area. He was well liked by his office force and by the men over him.

During the next few years Paul found himself more and

more excluded from the social life of his former classmates, and finally dropped his club membership. His engagement was broken at the end of the second summer. He avoided his high-school friends when possible, and seemed to feel more or less constrained when in their presence.

At the end of four years he had failed to gain any further advancement, his work bored him, and he began to spend an excess of time in pool rooms, even neglecting his office work for this interest. He said that there was no chance for him in a large corporation and that he wanted to enter business for himself, but could not decide on what business. He ridiculed the idea of going to college, because of his age and because "college men don't make good business men."

1. How much of Paul's present situation might have been predicted from the case as stated on page 71?

2. As counselor in the case what would you suggest now? Why?

3. Are the social interests of an individual part of his vocational interests? Discuss this problem.

4. With proper follow-up from the school counselor might the boy's present situation have been avoided? At what points might counseling have been valuable?

5. Does his contention that there is no chance for him in a large corporation have a factual basis? Why?

6. Is Paul too old to attend college if he should choose to take up architecture now? Assuming that he had lost certain desirable things by not going to college, to what extent should he be encouraged to think that he might regain these by going to college now?

7. What is the basis for the statement "college men don't make good business men"? Discuss the implications of this statement for college education; for business methods.

8. In what specific ways might the school have helped Paul to make a better adjustment to vocational life?

9. What try-out possibilities are to be found in the average pool room? As counselor how might you utilize these, and thus lead to something better?

114. Dissatisfaction with Type of Fellow Workers

O.S. was a fair student in high school, a good athlete, an obliging youth who could be relied upon to help whenever anything requiring strength and manual skill was to be done. He was the only child of a widowed mother. During spare hours he sometimes helped a neighbor, a plumber—one of two men following that occupation in that small mid-Western city. Both of these men were highly respected, the one for whom O.S. worked being a deacon in one of the churches, a former mayor, and one of the substantial men of the community.

O.S. decided to become a plumber. After graduating from high school he worked for six months with his neighbor; then he went away for further training. On his return, two years later, he called on his former principal. On being questioned O.S. expressed considerable dissatisfaction, not with the occupation itself, for there was satisfaction in doing well something which needed to be done, there was no lack of work, the pay was good, there was always something to learn, and a man was easily his own boss; but the men whom he had found working at plumbing since he left home, both in the school and in the distant city where he had been employed, repelled him by their speech and by their moral and social habits. He did not wish to be classed with such men.

1. Was O.S. wrong about plumbers?

2. Should you advise transferring to some other occupation? If so, what possibilities are there?

3. If O.S. remained in plumbing and became a shop owner, could he attain the satisfaction desired?

4. Had he been the son of a professional father should he have been advised against entering a trade?

5. Should he have been encouraged to remain a plumber for the sake of the trade?

115. Young Man needs Readjustment in his Occupational Life

A young man, now in real-estate work, is not progressing, and indications are that a readjustment is necessary. He is thirty-one years old, an American of Italian parentage. He has a slight foot disability, which does not, however, hinder him from activity. He is being trained, under government auspices, in real-estate work; but he is not sufficiently interested in it to be successful. The immediate problem is to guide and train him into suitable employment.

The young man worked for six years as a drug clerk and for three months as a machinist's helper. After his return from war service he completed his high-school course. The government entered him in a large city university as a special student, as he was not certified in sufficient subjects. He was to study for one year and then enter a high-grade dental school. His try-out period was not successful: he failed in practically all his subjects in the university. During the summer he took a special course in chemistry at a small New England college and passed it successfully. For

lack of credits he was not permitted to enter the chosen dental school, and the counselor advised against any further training in dentistry, although the young man still desired to take the work.

The entire case was reviewed, and it was decided to place the young man with a reliable real-estate concern in his home city. He has been faithful and conscientious, but he is not making the progress which will insure him success in real-estate work. He is studying real estate as a last resort, but believes he should be in some other line.

No plan of action has been devised, the case being open and in process of readjustment. The young man will have the aid of the government for a period of fifteen months.

The case presents a problem in try-outs of aptitudes and abilities, a problem in studying personal qualities, a problem in readjustment of occupational life, and a problem in securing occupational information.

1. State whether such questions as the following might have aided in the case:

a. Why did the young man so earnestly desire to enter dentistry?

b. Has he any outside interests?

c. What were the chief causes of failure in his pre-dental course?

d. Why did he agree to enter real-estate work?

2. Should further try-outs be given?

3. Would depriving him of government aid help him?

4. How can he secure the needed occupational information?

5. What further data would be valuable?

6. What should be the next step in attempting to solve the problem?

116. Competent Woman does not know how to ask for Increase in Salary

S.M.B., thirty-seven years old, a high-school graduate, is superintendent of an institution in a large city. She is competent and very happy in her work, but in the seven years of her employment at this institution her salary has been raised only $200. At present she is paying her head cook more than she receives herself.

Miss B. is entirely independent in the organization of her work, and responsible only to a Board of Trustees who have confidence in her ability. She chooses her own staff and arranges salaries. Through judicious raises she has been able to retain her employees and has built up a very efficient organization. Under her management the institution is self-supporting for the first time.

She has no income aside from her salary, and until recently has partly supported her mother. She feels that she should be paid more, but hesitates to ask for an increase.

1. What advice should be given Miss B.?

2. Would she be of more value to the institution at an adequate salary?

3. What necessary qualities for success in vocational life are lacking?

4. How can young people be trained to avoid a similar attitude of indifference toward advancement?

5. If a request for a larger salary were made and rejected, what would you suggest as the next step?

6. Write a letter from Miss B. to the Board of Trustees, explaining the situation and asking for an increase in salary. Present your arguments tactfully.

117. Feeling of Unfairness

During the war Laura K. held a responsible position in a large sugar refinery, but she has since been demoted, and now feels that she is not getting a fair deal.

Laura had been employed by this concern for ten years when the war broke out. Owing to the scarcity of male help during the war period she was put in charge of a large office force with a salary commensurate with the responsibility. She was very successful and was often complimented for her efficiency by those over her.

When the labor problem had vanished, however, Laura found that not only were those men who had held responsible positions replaced (she was not in the least antagonistic to this arrangement), but that new male employees were placed over her, and her salary was cut almost in half. She was made to feel that she was being kept because of her good record only.

Laura feels that she is too old to seek employment with a new firm, but she finds work so disagreeable under present conditions that she is now considering remaining at home, where she will assist with duties that she has always found unpleasant.

1. Can you find any justification for this treatment of a conscientious employee?

2. Discuss the change in employment relations brought about by such modern methods as (1) large-scale industry and (2) division of labor.

3. Is there any solution for the problem of the efficient woman employee who finds loss of youth a detriment to her securing a position?

4. Discuss this case as an answer to the employer who complains that he cannot find responsible office help.

5. Are there circumstances under which men as well as women find advancing age a stumblingblock to a change of position?

118. A Young Commercial Artist needs a Higher Salary

M. L., twenty-seven years old, attended high school for two years. After leaving school he worked on the railroad as a brakeman for about five years. Because of an interest in art, he left his job on the railroad and entered an art school to fit himself for employment in the field of commercial illustrating. He completed his schooling with a satisfactory record and secured a position in the office of a commercial-art concern where he has been employed for about six months. His work consists of lettering advertisements, doing some color drawings, and attempting to plan layouts for advertisements. He has had little opportunity to do any creative work, because he has worked as an assistant. His position pays only $15 per week. He is married and finds it difficult to get along on his salary. At present he and his wife are residing with his parents—an unsatisfactory arrangement.

Efforts have been made to secure a larger salary for M. in his present position, but his employer says that success in this line of work comes only after a long period of apprenticeship, and that at the present time he cannot pay him any more. There is no complaint about M.'s ability nor about the work that he does. His employer believes that M. will be successful, but that much time will be required.

1. What methods of earning extra money can you suggest for M.?

2. Do you believe that it would be well for M. to secure outside evening employment, or should he devote all his time to improving his work in art?

3. Would you advise M. to abandon his present job and seek another in some other city, such as New York?

4. In your opinion how long after leaving school in such a course as that mentioned should M. be receiving at least $25 a week?

5. Would you advise M. to give up a salaried position and attempt to secure free-lance work? Upon what points should such a decision rest?

6. Make out a sample budget for a married couple at $15 a week; at $25 a week; at $50 a week.

119. Need for a Try-Out and an Educational Plan

Mary F., of foreign parentage, was compelled to leave high school at the age of fourteen to go to work in a mill, and now (four years later) has rebelled against her work and home discipline.

Mary was a superior student and had hoped to pursue her favorite subjects, cooking and sewing, in a technical high school or a trade school. Her father was willing, but her stepmother insisted that she help toward the support of the home. The girl would have attended evening or part-time courses willingly, but her parents objected. Mary was deprived of any outside pleasure or of any company in her home. She contributed practically all her earnings to the family support.

After four years of such treatment the girl left home

and went to live with a married sister. Her father took the matter before the police, who upheld the girl's action and reprimanded him.

Mary's dislike for mill work was brought to a head when an accident to a machine near which she worked caused a fire and created a panic. As a result she went to the guidance office for help. She said that she wanted to learn to live like an American and to get a high-school education which would include domestic-arts and science courses. She thinks she should like to teach some day.

Her married sister cannot support her if she goes to school.

1. Lay out an educational program for this girl.

2. Outline one or two ways in which Mary can support herself and at the same time secure the training she desires.

3. What kind of experiences should be furnished outside the school to supplement this girl's narrow home experience?

4. Is an intelligence test necessary? Is it advisable?

120. Problem of Returning to High School for Vocational Course

Lillian O., who has been temporarily disabled while employed as a factory worker, now wishes to become a stenographer. She is an attractive eighteen-year-old girl who graduated from the grammar school, at the head of her class, when she was thirteen and a half years old. Her parents would not allow her to enter high school. They even forbade her attending evening high school, on the ground that they did not want her to be out evenings.

The girl secured work in a screw-machine factory, where

she earned from $14 to $22 a week until recently, when she met with an accident which resulted in injuring her fingers. On account of this she will receive compensation for at least three months more.

At the Vocational-Guidance Bureau, where she came to secure a working certificate for her feeble-minded sister, she made known her ambitions. She would like to attend high school to study stenography, but she feels sensitive about starting in with younger children. Attendance at a private business school is out of the question.

1. What would you do to arrange a plan for Lillian's further education and to enable her to carry out such a plan?

2. Is an intelligence test necessary or advisable?

3. How can her meager home opportunities be supplemented?

4. Would a few months' attendance at high school be of any value to this girl?

121. Wishes to prepare Herself for More Responsible Position

E. L., who belongs to a cultured, conservative Scotch family, has been for ten years a stenographer and bookkeeper in a bookkeeping department of a large machinery-manufacturing concern. There is no apparent chance for advancement, and she has reached the point where she feels the need of change of work and broadening of opportunity.

Before she took this position she had graduated from a commercial school, had taught in a city school for a year or two, and had suffered from a nervous breakdown. A business position seemed to be her solution. Her nature rebels

strongly against routine work and against what she feels are the petty interests and quarrels of her associates. She has remarkable ability to mingle with people, is very fond of directing others, and longs for responsibility. She has consulted the principal of a popular school of education for store service and finds there is no chance for her without a college degree. She has made a careful study of gardening for several years and has considered that a possible field. Her slowness and caution in making a change are not due to natural lack of initiative, but to the fact that her father, a successful business man, whose advice she was brought up to take unhesitatingly, considers her well placed and in no need of change. She finds it difficult to disregard his advice even now.

1. What guidance could have prevented E. L.'s spending ten years in work that does not utilize her social and executive gifts? Is the number of such misplaced persons large? What evidence have you?

2. What opportunities are there for this woman at the age of thirty-five? Is she justified in objecting to work of a routine nature?

3. What weight should the father's advice have in this case? Should vocational counselors protect young people against overinfluence by parents? How?

4. What agencies can best inform this young woman of her chances in various fields? How would this help in discussing her career with her father?

5. Is it possible that her best adjustment is to make herself contented where she is? How may this be determined? If such is the case, how would you aid her in working out the problem?

122. Wishes to prepare for More Responsible Position

F.R., a very attractive but retiring Jewish girl of eighteen, left school a year ago as a junior because her family felt that her brothers' education was more important than hers, and that they could not keep all the children in school. She is now working in a five-and-ten-cent store marking jewelry. She has tried to attend evening school, but has been warned by her physician to give it up. She is now inquiring about the purchase of a second-hand typewriter. One brother, like his father, is earning little; another is working hard to earn money for college; a third is in college. The last two attained high rank in school in the college preparatory course, and so did F.R. The young people apparently have fine traits—moral, intellectual, and cultural. The sister is not complaining, but it is clear that she is discouraged and broken-hearted to see so little chance ahead.

1. Is there a guidance program that could have helped matters for this family a year ago?

2. Would scholarships offered by community organizations have helped?

3. What advance can the girl make just now?

4. Is there any way for her to try out a few occupations, since she had no idea of a business position while in school?

5. Do you think the brothers are justified in securing their education on these terms?

6. Should the adviser counsel patience, on the ground that the girl can reënter high school after the brothers graduate?

7. Suggest helpful activities for this girl's leisure time.

123. Physical Disability causes Change in Occupation

W. O., thirty years old, single, and a graduate of the grammar school, began work at fifteen in a comb factory. He worked steadily from that time until he enlisted in the army. While in the service he contracted influenza, which left him with a case of arrested tuberculosis. Medical advice was against his returning to his former job, and he began preparing for a new vocation.

W. has a rather unfavorable personality, although he is a very conscientious and a hard worker. His background of factory work is carried over into his new form of office work, and W. does not give the impression of a "white collar" man. He is at present studying in a business college, after a short period of training as an electrician. On the advice of a physician he was compelled to give up this electrical work because of the dust and dirt, which tended to aggravate his physical difficulty. On a group psychological test W. has a score of C, or average. A try-out in commercial subjects was successful, and the young man was entered in the stenographic course, where he has done fair work and will receive the school's diploma.

W. has a very great interest in his work and is eager to find a satisfactory position; but it will be difficult to place him in the ordinary run of business offices, where a pleasing personality, social qualities, and a polished manner are almost essential for success.

1. In general is it possible to improve personality? If so, how?

2. What steps would you take to make W. more presentable to office managers?

3. Is this new choice of vocation compatible with his handicap?

4. What methods can you suggest for securing employment for W.?

5. What occupations can you think of that are suitable for persons with such a handicap as W. has?

6. What further guidance does W. need?

124. Circumstances force Consideration of a Change of Occupation

A college graduate has for fifteen years owned and operated an apple orchard of one hundred and seventy-five acres, but was recently faced with serious financial difficulty and forced to study the possibility of changing his occupation.

Two years of frost and one of low prices had brought the man to the place where he felt he must sell out. He has a wife and four children. After prolonged discussion of the problem and after three bad years, he had reached the conclusion that he ought to sell the orchard, or at least take up another occupation.

His college record of studies was fair, with one failure in the study of economics. When canvassing the situation to find out what he might succeed in, he hit upon the idea of working in a bank. This possibility he discussed with the counselor. He said that he needed at least $3000 income; that he wanted to save the farm if possible and turn it over to hired men under his general supervision while he took a city job.

The man is a distinctly mild-mannered sort, one who is not likely to be successful in anything requiring aggressive action, such as some forms of salesmanship.

1. What would you advise about the position in banking? Consider salary, attitude, experience, risk, etc.

2. What are the methods of discovering whether or not the market for apples is likely to improve?

3. What are the various ways of holding on to the farm, whether or not the man continues in active service there?

4. What opportunities would you discuss with the man other than farming and banking as possible vocations available?

5. What difference would the case present if the wife took an attitude of antagonism toward leaving the farm? if she wished to leave?

6. If the man wished a psychological examination to determine his fitness for banking, what should be done about this?

7. State what discussion might be entered into in regard to any of the following topics: diversity of crops, education for new work, family coöperation, coöperative marketing.

After discussion of his problem the counselor advised the man to try to hold on to the work in the apple orchard. This the man did, and he reported two years later that conditions were much improved.

8. If the man had come after another bad year, would that have made any difference in the advice?

125. Considering a Change of Occupation

A barber forty years old is successful in his occupation but wishes to become a timekeeper for a street-railway company.

This man has a friend who is a timekeeper, and undoubtedly has been influenced by this friendship. He thinks he may have to study some arithmetic before he

can "make good," but he believes that he will be happier in the new work and will make just as much money. He is successful as a barber, but has grown tired of the work and thinks the other occupation would be more interesting.

1. Write out in parallel columns the relative advantages and disadvantages of the work of the barber and the timekeeper.

2. Would it be a good thing for the welfare of society to encourage such changes of men and women in their forties, or should people be advised to stick to their work?

3. What advice would you give the man about obtaining the necessary knowledge of arithmetic and simple accounts?

4. What advice would you give him as to the business of securing work?

5. What part should the man's family have in this problem?

126. Adaptation to American Conditions

A young man twenty-six years old had spent three years at the Fine Arts Academy in Rome and had left to enter the war, where he served as a first lieutenant. He had come to America with his wife eighteen months before the counselor's first contact with him. They had one child, two years old. During the time he had been in America he had worked as a bus boy in a reputable hotel for $12 a week. His long hours of work had prevented his attending evening school, where he might have learned English. His home (if two dark rooms overlooking the railroad track can be called a home) was visited. The furniture, consisting of two chairs, a bare wooden table, a broken-down kitchen stove, offered a pathetic contrast to the portrait of his wife, robed in crimson, and a few beau-

tiful Italian landscapes hanging on the battered wall. The artist's wife was frankly embarrassed on receiving her first American visitors. It was found that she had been doing fine embroidery on dresses at the average wage of 15 cents an hour. They had no relatives or friends in America to whom to go, and a cook who lived in the same tenement had taken the young man to the hotel for employment. They had spent most of their money for the Atlantic trip, and their only desire seemed to be to save sufficient funds to return to Italy.

In this case the financial problem was acute, as daily necessities were needed. The problem was one of progressive readjustment. A place was immediately secured for the man as caretaker of a large estate under an Italian superintendent. The family was provided with a newly built, eight-room house, fuel and light, and $100 monthly. The owner of the estate, who spends part of her time at her villa in Italy, became personally interested in this superior family. She began to take Italian lessons from the wife and to give English in return. The artist has been decorating the walls of the main house with Italian scenery. They speak English well, and they are saving to build their own home in America instead of to buy a return ticket to Italy.

1. What forms of misguidance do you suppose led this couple to think that adjustment to American conditions would be easy?

2. Describe the difficulties as suggested by the following: immigrants arriving in America; immigrants of the same race already in this country; American labor conditions; American citizenship laws; American schools; the attitude of Americans toward aliens.

CHAPTER XV

PROBLEMS OF PERSONAL RELATIONS TO OCCUPATIONAL LIFE

127. Attitude toward Organized Labor causes Unemployment and Dissatisfaction

J.C.J., aged thirty-two, attended school to the fourth grade, worked for a year as an errand boy, and for a period of ten years was engaged as a concrete mixer on building-construction work. During this time J. was employed by various contractors, and he finally worked himself up to a position as a concrete foreman, having direct charge of a gang of men. He lost his position on account of a business depression.

J. has a forceful personality, with decided opinions on how things should be done. He has never been able to get along in an amiable manner with his employers or with the men who work under his direction. The counselor in charge of the case, in a conference with J., brought forth the fact that J. has a strong aversion to unions and their methods of operation.

For some time before coming in contact with the counselor, J. had been unemployed, and he was finding considerable difficulty in finding a job. He had chances for employment with firms employing union labor, either on the concrete work or on related work in construction, but J. would not consider such employment, as it involved

dealing with union representatives. J.'s father had been a foreman for several years, and he, like J., had a dislike for unions. From an economic standpoint the counselor could see no reason for J.'s opposition; it seemed to be based primarily on prejudice, without adequate consideration.

1. Is J.'s dislike of organized labor based primarily on what might be termed "inheritance of ideas"?

2. To what extent does the fact that J. received very little schooling enter into his opposition to unions? Will the school as it is now organized give a background of information about unions? Should it?

3. Do you believe that advising J. to attend evening classes in a trade-union college would aid him in overcoming his prejudice?

4. Do you believe that J. is right in refusing to join with organized labor or to sympathize with it to the extent of remaining unemployed for his belief?

5. What constructive steps can you outline for J.?

6. Would this man be likely to become a good union member if he would consent to join?

128. Irresponsibility and Discontent prevent a Promotion

A telephone call and appointment brought C.H. for advice to the office of a teacher he had liked in college. His immediate question was, "Should I quit my job and get another?"

C. H., aged twenty-four, obtained a promising position with an investment company in Boston at $18 a week, two years before he graduated in accounting from a four-year evening college. He apparently stood well with his imme-

diate superior, who held out bright promises to him. He got a regular increase in wages and made sufficient progress toward a higher position to warrant his marrying.

Just after C. H. graduated his superior went West. C. H.'s hopes of promotion sank when the head of the company informed him that he was to work with a man brought in from a branch office to fill the place. Anger and disgust followed when one morning C.H., five minutes late, got a severe reprimand from his new superior. Hastening to the "man higher up," he asked whether he was to "work with" or "under" the new "boss." He became surly at learning that he was responsible to the other.

Further questioning showed that C.H. from the first had been irritable, had not properly assumed responsibility, had infrequently been late, but had made marked improvements in the organization and operation of his office force. In comparison with his superiors, who were approximately his own age, C.H. looked extremely young, eighteen or nineteen rather than twenty-four, and his bearing comported with his looks.

He was advised to show his maturity in his appearance (as, for example, through having a mustache) and conduct, to study carefully a book which was handed him explaining the technique of executive control, and to take a course one night a week in business psychology. Meanwhile, he was admonished to change his attitude of complaining to one of cheerful responsibility-sharing, by all means to stay on the job until he had made a constructive contribution to the company's interest, and not to change unless, in spite of his development and service, promotions continued to be made over his head.

1. Was C. H.'s employer justified in making bright promises to him without advising him how to advance?

2. Was C.H. acting wisely not to check up on these promises?

3. Should the superior officer have discussed those limitations which were hindering his promotion?

4. Should business schools include a course or more on "attitude in business"?

5. Should the advising teacher have discussed C. H. with the head employer?

129. Chronic Dissatisfaction

J. C. graduated from high school, having taken the general course. On first acquaintance he made a favorable impression. He secured work as assistant shipper in a high-class bookstore where there was a definite prospect of promotion to the shipper's place in the near future, with a considerable advance in wages.

In about three weeks J. C. came to the counselor to say that he liked the work "well enough," but that the advance was too slow, and he did not care to "work for a woman" (the manager of the bookstore).

After a short time at temporary jobs, none of which pleased him, he was placed in the shipping department of a millinery store, where he worked for and with men. He was no better satisfied on this job, and soon returned to the counselor with complaints about his fellow workers and his employer.

Next he was placed, or secured jobs for himself, in the shipping department of both wholesale and retail businesses. He remained in no place more than two months, leaving either because he was disgruntled or because he

was discharged on account of his inability to get along harmoniously with other employees.

He was then placed with a small concern dealing in steel and iron, where he was the only employee, and much of the time he was entirely alone. Here he has remained more than six months and appears to be satisfied, though neither the surroundings nor the prospects of advancement can be compared with those in several of the places where he previously worked.

1. What do you consider to be the reasons for J. C.'s contentment on the present job?

2. In what ways could the schools have helped the boy to become a better "mixer"?

3. Do you consider that the counselor could have anticipated the boy's difficulties? How?

4. If the counselor could have diagnosed the trouble, could he have corrected it? How?

5. What responsibility has the employer in cases of this kind?

6. Do racial characteristics play any part in a case of this kind?

130. Is Incapable of holding the Job Desired

R. C., afflicted with a severe case of stuttering, graduated from the commercial course in high school with a fair record. She was determined to be a stenographer in a lawyer's office. Her personality was not pleasing, her manner was antagonistic, and she refused to recognize her speech difficulty.

She answered many advertisements in the papers, sometimes securing work for a few days. When not employed

she was a daily visitor to the school guidance office, where she was frequently offered positions such as the counselor considered her capable of filling. In almost every instance she would not even apply for the position when told that it was not for stenography alone, persistently refusing to consider a chance to do clerical work or typing.

She was given a test in dictation, and found it almost impossible to read back her notes; her transcription was inaccurate, and the letter was typed in poor form. Even this proof of her inability failed to convince her that she could not, at once, hold the position she desired.

After several months her brother, who was in law school, consulted the counselor and practically demanded that his sister be placed in the type of position she desired. He was as unwilling as she to consider her unfitness for the work, and intimated that the counselor was prejudiced against his sister. Although more than a year has passed, R. is still not permanently placed, nor has she changed her opinion.

1. How could the high school have helped to prevent such an attitude on the part of one of its graduates?

2. What method would you have pursued to convince R. that she should be willing to take a small position and "work up"?

3. Would it have been wise for the counselor to recommend R. for the kind of position she desired? What obligations toward employees has a vocational counselor?

4. What requirements for admission and graduation should a commercial department set up?

5. What might the school have done to remedy R.'s defects of speech? ability? personality?

131. Counseling needed in Connection with Vocational Experiences

James went halfway through a high-school commercial course and won the reputation of being a drifter. He was always saying, "No, I don't do anything in school, but just wait till I get out."

Since leaving school the boy has held more than twenty positions, commercial or industrial, with an average stay of three months in each. His experiences have included clerking, packing, machine-shop, and shoe-shop jobs. His excuses for leaving are "No chance of a raise," "Worked too hard," "I didn't like the boss," and similar reasons, none of which seem to hamper him in getting another place.

This lad has found no work in which he wishes to settle. He still thinks the future holds a chance for him to show how much he can accomplish.

1. What has been the difficulty with this boy's extensive experience?

2. Since he troubles no one and is neither discouraged nor discontented, why not let him alone?

3. What does his optimism indicate?

4. Does this case prove anything about the relationships between try-out experiences and counseling?

5. Are there certain advantages of drifting in school? in vocational life? What are the dangers? How can the counselor deal with this problem?

6. If you were an employer what advice would you give such a boy? Do you think he would listen to you?

7. What reading or other outside activity would you recommend?

132. Record of Frequent Changes a Handicap in securing Another Position

M. M. is a graduate of a large university in which she made a record of good scholarship. She is a rapid and accurate stenographer and typist. While retiring in disposition, deliberate in speech, and critical of her own work, she is ambitious to have whatever she undertakes accomplished in the best possible manner, and shows unexpected persistency in attempting to improve conditions of work and the resulting output. She has held several good secretarial positions, each of which promised well, or so she thought at first; but in each, after periods ranging from one to five years, she found some reason for leaving. The fact that she has held so many positions is now prejudicial to her selection for another position and has made her reluctant to undertake new work, fearing the usual sequence.

Among the reasons for her resignations have been the following: installation of dictaphones, leaving no opportunity for the use of her expert skill in stenography; segregation of the secretarial and the clerical force, making a social barrier between her and those who might have been congenial friends; no increase of salary, preventing her from saving any money and even from living up to the standard expected; refusal of the head of the bureau to correct mismanagement of office, unsystematic recording, and misuse of supplies in office; disagreement of her employers, a man and his wife, on the division of her time; evident desire of her employer to please his wife by taking her niece into his office.

M. M. is now nearly forty years old, in excellent health, and as eager to do work that is worth while as she was ten years ago.

1. What suggestions would you make to M. M.?

2. Could you tell her where her training and experience would be an asset to her?

3. Is there any way in which adult workers may obtain unbiased advice on vocational problems?

4. Do M. M.'s reasons for leaving seem adequate? Why?

5. Is it possible that she has chosen the wrong occupation? How would you go about finding out?

133. Lacks Sense of Social Responsibility

J. B. H. at the age of twenty-one is still living at home as a member of a large, poorly reared family. He is fond of his home and his people, spends many evenings at home, but does nothing to make it more comfortable or pleasant.

He completed the eighth grade at the age of thirteen and thinks that this is all the education that is necessary. He is physically fit, punctual, regular, industrious, and reasonably efficient as a machinist. He has a certain amount of initiative, but could not take much responsibility. He has no vices detrimental to his industrial efficiency. He does what he is told, and works willingly, but is antagonistic to his fellow workers.

He has no definite ideas regarding citizenship, and his political opinions are based on prejudice rather than on knowledge. He reads the daily papers, particularly the sporting, sensational, and police-court news. He is a member of a trade-union, having joined because it was "cus-

tomary." He knows nothing whatever of trade-unionism and has never attended a business meeting of the union; in fact, he is a mere "passenger."

He has no ambitions, and is narrow and selfish in his outlook. He is not vicious in any sense and has contracted no vices, but he has formed habits such as injure the mass rather than the individual. He lives a humdrum sort of life, takes no risks, and is the docile type which seems to fit in so well to modern high-power industry.

1. Considering that J. made regular progress in his school work and made passing grades, discuss the value of the following as means of preparing him more adequately for life: (1) extra-curriculum activities; (2) educational and vocational guidance.

2. Discuss the following methods of helping J. now: (1) night school; (2) education through moving pictures; (3) community athletics.

3. J. is satisfied with his work, his wages, and his habits of life. Would it be better to leave him to follow the path of least resistance or to offer suggestions whereby he might better his present conditions? Give reasons to justify your answer.

4. Discuss the question of routine and docility in industry. What can the schools do about this problem?

134. Needs to keep a Budget

From the first day of her arrival on the campus W.M. attracted attention because of her eagerness to take part in any and every activity possible. She volunteered readily in the classroom and gave promise of becoming an all-round college girl. After some weeks there came a day when she was not prepared on the assignment in a new text-book; that evening she was absent from an entertainment

given by her sister's class, and, furthermore, she had not made the expected contribution of the price of a ticket. The following day she came to the dean to talk over her predicament: she needed another book, and she did not have money to pay for it; there had been so many ways to spend money since she came to college that she had very little left of what she had brought with her; she had even spent two small sums given her since she came; the money had gone for books and silk stockings and club memberships and ice cream and all the other things she had wanted. In the course of her talk she revealed other facts: that she had no allowance, had little idea of the value of money, had no thought as to how she was to make the next payment on her board bill, and yet had the expectation of doing whatever any of her class might do. The problem was not merely one of meeting her immediate need but of teaching her to conserve her funds in the future and to expend them prudently.

1. What is the advantage of keeping a personal expense account?

2. Is there any better scheme than that for checking up one's expenditures?

3. What arrangements are made by associations for supplying textbooks free of charge or at moderate rental?

4. What ways of earning spending money are available for college women?

5. Is it possible for a college student to earn her board while still maintaining good rank? Is it possible for her to earn both room and board?

135. Failure to keep Budget causes Failure in Vocational Life

Sam M., aged twenty-seven, born in Portugal, attended only three weeks of evening school in the United States, worked as a common laborer for a year, and for four years was employed in factory work as a laborer at a salary of $20 per week.

A course in vocational agriculture was outlined for Sam, and arrangements were made to have him work with an experienced poultryman for a year and then to enter him upon his own farm, leased by him for a period of years, with his training-program outlined under a budget system. Sam carried out his training with the poultryman and started on his own farm with good prospects.

Sam's wife was enthusiastic about the plan, and success seemed assured, but a close investigation of expenditures showed that Sam was not living within his budget. Within six months he purchased at different times three automobiles and spent much money on things outside of those called for in his budget. He seemed to take no responsibility for attempting to live within bounds. Ultimate success in the project depended upon his being able to keep to his schedule of income and expenditures. His knowledge of poultry was good, but he had little or no knowledge of finances. His budget was made to keep his finances in good shape, but he was not able to see the necessity for following it.

In the fall of the year a fire destroyed Sam's little place, and he was left without any means of support. It was evident to the counselor that no further attempt should be

made to give Sam more training in project agriculture, and a readvisement was in order. He was entered in a course in automobile upholstering with the strict understanding that his personal finances would be budgeted and a check made by the counselor every month, and when the budget was not being followed, Sam would forfeit his opportunity to receive further vocational education in his chosen objective.

1. What assistance could have been given Sam to insure that his expenditures would be kept down to the schedule?

2. Discuss the advisability of giving Sam another try-out in agriculture.

3. In what different ways is ability to keep one's finances in an orderly manner conducive to success in vocational life?

136. No Responsibility toward Home

J. M.'s parents and teachers found him an exceedingly troublesome boy. He seemed prone to follow any advice except that which came from either of these sources. It required so much energy to get him to do anything in the way of serious work that such demands were seldom made. His parents were particularly anxious that he should have a good education and bribed him with all sorts of gifts to make him successful in his school work.

The situation was fast getting beyond their control, and at the age of thirteen J. was sent to a boarding school at a great distance from home. While there he made constant demands on the family. These were always granted, although they often entailed sacrifices. J. rebelled each year against returning to the school, and during the first quarter

of his third year ran away twice. He was finally permanently dismissed. He was then sixteen and refused to go to school longer.

He went to work for his father, but became disgruntled because he was not allowed to use the resources of his father's business for his pleasure. He found intermittent work elsewhere and remained at it only long enough to keep himself in pocket money. His parents still hoped that he would return to school; consequently they demanded no assistance from him and clothed him for over a year. By this time it became evident that J.'s money was being squandered, and he was asked to contribute to his own support. This he refused to do, and left home. Whenever he found himself ill or out of work, however, he returned to live on his parents.

He is now twenty-three years old and is living at home, where he enjoys the companionship of the younger members of the family, who are still at school.

Although J. knows that the burden of keeping his sister and brothers at college is a heavy strain on his parents, he offers no assistance. He grudgingly pays for his room while he is employed, but feels no obligation to contribute anything while out of employment.

He has recently suggested that he be allowed to return to a preparatory school at his parents' expense.

J. glories in being considered a "good fellow" by his companions.

1. What seems to have been the fundamental trouble in this case?

2. Do you think that a boarding school interferes with the natural relationship between a child and his home?

3. Is there a probability that a young man of J.'s age and experience would now settle down to school work?

4. If this case were brought to you when J. was seventeen, what advice would you have given?

5. What advice would you now give?

137. Unwise Use of Leisure Time results in Unemployment and a Poor Outlook for the Future

R. A. W., thirty-three years old, married, with a sixth-grade education, worked for a year as a bell boy and for six years as a jewelry-press worker. His latest job was as a glassworker, and his employer reported well on his ability to produce and on his coöperation. There were no complaints made about R. by anyone in the shop.

On several occasions R. was seen in an intoxicated condition, and once he was arrested and spent a short period in jail for this offense. One day he reported for work intoxicated, and his employer told him to go home and return to work when he was in good condition, warning him of the seriousness of this offense with relation to his employment. R. did not live up to his agreement to remain sober, and spent much of his spare time in very poor company. After a second offense R.'s employer gave him one more opportunity; but R. overstepped the limits again, and although the employer believed that R. had considerable ability as a producer, he was in duty bound, in his estimation, to discharge him.

R. finds it difficult to find employment and also very difficult to secure recommendations from previous employers. The counselor made an investigation of R.'s home

conditions and found them to be unsatisfactory. His wife was not eager to help him, being rather easy-going and, as far as the counselor could see, rather inclined to join in the ill-spent leisure time. The counselor believes that R. can be made a useful citizen through the application of proper measures, but it seems difficult to decide what the procedure shall be.

1. Do you believe that supervision of this case by an experienced social worker would aid in strengthening R.'s home conditions? What help might a psychiatrist give to the personal problem involved?

2. The counselor believes that R.'s wife has too much leisure time and has not been educated or trained in the proper use of such time. Would you advise her to secure employment in order to bring her to a realization of the seriousness of the problem?

3. Should training for leisure time have as much weight in the outline of a program of guidance as training for definite employment?

4. Can you draw up a schedule of activities to be pursued during the evenings of one week, including Sunday, for R. and his wife to follow?

5. What can be done with adult delinquents who are not able to hold to steady employment and yet who do not need institutional care?

138. Lives entirely on Credit

After graduating from high school F.M. spent one year in a teachers' training school. She secured a position in a small city, where she taught for seven years with a salary of $1500. Three years ago she decided to return to her

home in one of our large cities. Here she secured a position as a temporary teacher with the understanding that because of her limited training she could never be permanently appointed. Her salary now averaged about $1000 a year, and this she found wholly inadequate for her needs. She had no idea of what was meant by economy, and thought it necessary to attend such entertainments as theaters, concerts, and moving pictures several times each week. To do this she borrowed money from anyone who would lend it to her. She was very clever in securing loans, and although she fully intended to return the money she was constantly in debt. She had charge accounts both in her home city and in the city in which she had been employed, and boasted that in the latter city she had one account on which she had paid nothing for over a year.

Despite the fact that she was in the midst of educational opportunities she made no attempt to prepare herself for any kind of permanent work.

She had a charming manner with the children, but felt no responsibility for teaching them anything. She was extremely bored by school work and shuddered when anyone mentioned it as her future work. She was, however, making strenuous efforts to use political influence to have the rules suspended in another city that she might secure a permanent appointment in the school system.

1. Has this person any of the qualifications needed by a teacher?

2. What important administrative problems are suggested by this case?

3. What problems in a school might be traced to such a teacher?

4. Can you suggest any kind of work in which, with adequate training, F. might be successful?

5. What guidance in thrift or in ethical principles might have modified F.'s conduct?

6. What responsibility have the stores in such a case? What should they have done to have prevented this condition?

7. Outline plans for teaching thrift and budgeting to children in the junior high school. What provision for the practice of thrift should be included in such plans?

8. Discuss the problem of thrift as it is related to vocational guidance.

APPENDIX I

THE PRINCIPLES OF VOCATIONAL GUIDANCE AS FORMULATED AND ADOPTED BY THE NATIONAL VOCATIONAL GUIDANCE ASSOCIATION[1]

The principles of guidance as herein presented are treated from the standpoint of the teacher, school administrator, vocational counselor, parent, social, civic, and religious worker, and personnel worker in employment. Upon these workers, according to their opportunity, must rest the responsibility of vocational guidance.

I. A Definition of Terms

1. The term "vocational" comprises all gainful occupations, as listed in the United States census of occupations, and homemaking.

2. Vocational guidance is the giving of information, experience, and advice in regard to choosing an occupation, preparing for it, entering it, and progressing in it.

3. Educational guidance is the aid furnished individuals in making such decisions as choice of studies, choice of curriculums, and the choice of schools.

[1] The Principles of Vocational Guidance were first formulated in 1920 by a special committee of the association and adopted February, 1921, at the annual convention at Atlantic City. In 1923 the association authorized the New England Vocational Guidance Association to revise and redraft the statement. The report was presented to the 1924 convention of the National Association and was referred to its board of trustees, by whom it was amended and adopted. The National Vocational Guidance Association is an organization for the study and furtherance of educational and vocational guidance. Reprinted by permission.

II. The Need for Vocational Guidance

1. In this country fully 50 per cent of our children leave school by the end of the sixth grade, 25 per cent more by the end of the grammar school, and over one-half of those who enter the high school leave before graduation. Vocational guidance, then, is needed to keep a larger number of children profitably in school and to facilitate their leaving under conditions favorable for worth-while employment.

2. Within about forty years' time the population of our country has doubled, the number of our racial elements has greatly increased, and our cities have become overcrowded. Within the same time our occupations have greatly increased in number, technicality, complexity, and specialization. Within the same time the typical American family has become less capable than formerly to give vocational direction to its children, the public school has had difficulty in keeping pace with the changing needs of our cosmopolitan population, and society at large has failed to understand and assume responsibility for the vocational choices of our young people. Organized vocational guidance must be provided to meet the new needs of our modern world.

3. Education is provided to enable pupils to become useful members of society. Vocational guidance will prepare them to make more wisely the important decisions which they are called upon to make throughout life. Therefore vocational guidance should be provided for in the curriculums of the public schools.

4. Since work occupies one-half the waking time of active individuals and presents complex difficulties which can be solved only through the extension of education, careful study should be given to all the problems involved in vocational life.

5. Modern life demands as never before right contacts and coöperation. Vocational guidance of some sort is inevitable. No one can avoid the need for making occupational decisions.

Adequate guidance should be provided under supervision to offset the unwise and false methods of untrustworthy advertisements, suggestion, selfishness, ignorance, and other prejudiced or unscientific sources.

III. The Aims of Vocational Guidance

The purposes of vocational guidance are:

1. To assist individuals in choosing, preparing for, entering upon, and making progress in occupations.

2. To give a knowledge of the common occupations and of the problems of the occupational world, so that pupils may be prepared for vocational as well as political citizenship.

3. To help the worker to understand his relationships to workers in his own and other occupations and to society as a whole.

4. To secure better coöperation between the school on the one hand and the various industrial, commercial, and professional pursuits on the other hand.

5. To help to adapt the schools to the needs of the pupils and the community, and to aid the pupil in obtaining the equality of opportunity which it is the duty of the public schools to provide.

IV. The Content of Vocational Guidance

1. Drifting through school is a common evil in all educational systems, as in life itself. The vocational motive, whether temporary or permanent, should be encouraged as one of the motives in the securing of useful experiences and in the choice of a curriculum, school or college.

2. The home and school programs should include a combination of play, handwork, coöperative activity, and academic work, the whole being varied enough to represent life's demands and concrete enough to secure an effective response and successful accomplishment by each individual child. For all children

before the close of the compulsory school period there should be provided a wide variety of exploratory or try-out experiences in academic and æsthetic work, gardening, simple processes with tools and machines, elementary commercial experiences, and coöperative activities. Such try-out experiences are for the purpose of teaching efficiency in everyday tasks, and of broadening the social and occupational outlook of the children. They also help to discover interests and abilities.

3. Children in school should be dealt with on the basis of individual differences revealed in the social life of the child, progress in school subjects, and in standardized tests.

4. Teachers of all subjects in schools and colleges should make a definite effort to show the relation of their work to occupational life just as they now relate these studies to other phases of life activity, such as the cultural, recreational, ethical, civic, and social.

5. The miscellaneous working experiences of school children should be made to aid the child in understanding his environment and in discovering his vocational aptitudes and interests.

6. All forms of part-time education, such as the continuation school, coöperative courses, trade-extension, and trade-preparatory courses, should be provided, in order that school and work may be brought into closer coöperation and that there may be more careful supervision of the child in employment.

V. Methods in Vocational Counseling

1. *Studying the individual*

a. Counselors should interview individuals at regular intervals, particularly at such critical times as one year before the school-leaving age, promotion from one school to another, change of course, leaving school, and when meeting the problems connected with work. Such counseling should include studies by case-work methods of the social life of each child and conferences with parents whenever practicable, in order to obtain

knowledge of the child's environment, interest, behavior, and personal data regarding his problems. This counsel should be a regular responsibility of the school. For the solution of difficult cases all the facilities of the regular case-work method should be available.

b. Special attention should be paid, by the school or by suitable agencies or individuals, to adults whose guidance has been neglected and to handicapped persons.

c. Counselors should study the educational offerings of the community through its schools, museums, art galleries, libraries, etc., in order to enable children and adults to use these opportunities in preparation for a vocation or for further school or college training.

d. Whenever tests of general intelligence are used, this should be done with the greatest care. No important decisions should be made on the basis of a group test alone; special classifications and assignment of special curriculums should be made only after an individual examination by a carefully trained and experienced psychologist. Whenever time and facilities permit, tests of occupational skill and knowledge should also be used.

e. Cumulative records should be kept for individuals. These should include academic records, social conditions, physical and mental records, and the results of counseling.

2. *Teaching the occupations*

a. The study of the common and local occupations, vocational opportunities, and the problems of the occupational world should be carried on before the end of the compulsory school age. Such study should be provided, in organized classes, for all students in junior high and high schools. It should give the pupil an acquaintance with the entire field of occupations and a method of studying occupations wherewith he can meet future vocational problems. In addition, the study of occupations should be offered in continuation schools, evening schools for adults, and colleges.

b. Teachers of classes in occupations, counselors, or investigators should be given time to study occupational needs and opportunities.

3. *Aiding in the choice of a vocation*

a. The choice of a vocation should not be made too early or too hurriedly and should be made only after the study of occupations and try-out experiences. It should be an educational process by progressive elimination. Provision should be made for reconsideration and re-choice. Care should be taken that the choice be made by the individual himself.

b. Vocational guidance should discourage and supplant any attempt to choose occupations by means of phrenology, physiognomy, or other unscientific methods.

c. Alluring short cuts to fortune, as represented by current advertisements, should be investigated, condemned, and supplanted by trustworthy information and frank discussion.

d. Occupations should be chosen with service to society as the basic consideration and with personal satisfaction and remuneration as next in consideration.

4. *Guidance in relation to vocational education*

a. Vocational guidance must be provided before, during, and after courses in vocational education if these courses are to be truly effective. Students in vocational courses should be enrolled only after careful selection on the basis of fitness and well-considered choice.

b. In order that the aims of vocational guidance may be secured, those in charge of vocational education should include a study of the common occupations and their problems in any plan of vocational education.

c. In accordance with the best practice among those in charge of vocational education, plans should be adopted by which vocational education and education for citizenship may be continued in factories, shops, and stores, enabling workers to understand

the problems of work and to make progress toward a better organization of working life and a better standard of living.

d. It is desirable that in connection with vocational education, opportunities be provided for experiences in the vocation under occupational conditions. There should be vocational guidance in connection with the assignment to, and the procedure within, such occupational experiences.

e. Adult education, both vocational and general, should be provided through a variety of short-unit courses in day and evening schools.

5. *Retaining the student in school*

a. Since investigations have shown that economic necessity is only a minor cause for leaving school at the end of the compulsory school age, those interested in vocational guidance should always insist that the school itself enter into a campaign to hold pupils by offering a more varied program suited to the individual needs of the students.

b. Between the compulsory school age and the time for full participation in industry, there should be substantial compulsory part-time schooling in the daytime.

c. Means should be found, through either public or private funds, to provide scholarships when needed to keep pupils in school or for continuing schooling on a part-time arrangement.

6. *Guidance in relation to employment*

a. The choice of a position or a vocation should take into consideration the physical condition and mental attainment of the young person and the future offered by the occupation.

b. Placement should come only after a careful and persistent effort has been made to keep the pupil in school, and whenever possible it should be in part-time work for a substantial period.

c. Placement and employment supervision should be accompanied by advice regarding opportunity for supplementary study

and promotion. Placement should always be regarded as but one of the later steps in a complete program of vocational guidance.

d. Vocational-guidance workers should coöperate with personnel managers, labor organizations, employers' associations, coöperative societies, government officials, social and civic organizations, and others interested in problems of work.

e. School systems should undertake follow-up work and employment supervision, to extend throughout the time of the minority of the child and to be exercised in coöperation with the above-mentioned agencies. For several years after leaving school, students should be encouraged to keep in touch with the vocational counselors of the school system to which they formerly belonged.

f. Noncommercial and public employment agencies for persons under twenty-one years of age should be conducted jointly with the local educational authorities and in the closest possible relation with the public schools. For the purposes of standardization and coördination, private noncommercial agencies for aiding persons to secure employment, or to transfer them to more suitable positions, should be under public supervision or control. Commercial employment bureaus, even under a licensing system, should be supplanted as rapidly as possible by public employment systems.

VI. The Organization and Administration of Vocational Guidance

1. The organization required for vocational guidance will depend in large measure upon the size of the community which it serves and upon the existence of other organizations capable of rendering supplementary services. A small organization, or even a single individual, can handle the work in a small place, but large cities will require fully-equipped bureaus for vocational guidance.

2. The central agency should receive advice and assistance from an advisory council, from special research committees, and from counselors.

3. The advisory council should be composed of interested individuals or of representatives of organizations whose activities relate them to the work of vocational guidance. It should advise in planning the vocational-guidance activities adapted to the community and should be helpful in enlisting the coöperation needed when gathering information or when making placements.

4. Research, by persons qualified by experience and training, should be carried on to give assistance in solving such special problems as those connected with the guidance and protection of mentally or physically handicapped children, with aiding foreigners to adjust themselves to American conditions, with the promotion of the health of women workers, and with the gathering of information needed for legislation.

5. Vocational counselors are needed in schools or other institutions whenever there are persons whose satisfactory guidance requires many individual conferences.

6. Since vocational guidance must concern itself chiefly with young persons found in the public schools, and since this activity is related closely to the general economic welfare of the community, it is advisable that the agency undertaking this work should be a part of, or closely affiliated with, the publicly supported educational system. This will promote the coördination of vocational-guidance activities with the work of attendance and certification officers, and of persons giving physical and mental tests, and of persons engaged in developing means for supplying school children with vocational information and education.

7. The intelligent interest and coöperation of all teachers should be secured by means of teachers' meetings, reading circles, and institutes.

VII. The Equipment and Training of Vocational Counselors

1. Since the service of vocational guidance is of such growing importance and of such a peculiar nature, it is evident that it should be given only by persons having the necessary personal qualities and special experience and training.

2. The personal qualities of the vocational counselor should include human sympathy, interest in and understanding of young people and their problems, tact, patience, the spirit of service, and research ability.

3. The counselor should have a good general education, including the study of economics, sociology, industry, psychology, and education.

4. The counselor should have experience in various forms of social endeavor, such as public-school teaching, social work, and personnel work in industrial and commercial establishments.

5. The counselor should have special training for the work in a formal course or courses in vocational guidance of a college or university grade. These courses should be organized under such major topics as the following: The Principles of Vocational Guidance; Vocational Counseling; Organization for Vocational Guidance; Occupational Information, Research, and the Survey; The Conduct of Life-Career Classes; Psychology applied to Vocational Guidance; Special Problems in Vocational Guidance.

VIII. Conclusions

1. It is necessary to have a clear understanding of the terms used in vocational guidance both to save confusion in the minds of those who are interested and to aid in establishing standards.

2. The need for vocational guidance is self-evident when we consider the rapid growth and changes in population in our country, the changes in the employments, and the great social waste that results from unguided personal effort and ability.

3. The major purpose of vocational guidance is to help the individual. It also aims to modify the school and occupational procedure and to improve relations between the school and the community so as to further the major purpose.

4. The content of vocational guidance should be such as to reveal to the young person his own capabilities and the nature of the world of work and to enable him to make the proper correlation for happy and useful living.

5. The chief means used in vocational guidance should be the careful study of the individual and the presentation to him of the varied opportunities and responsibilities of his future life, together with the constant use of an adequate system of records.

6. The size and character of the agency for vocational guidance will depend upon the size and character of the community or organization which it is to serve. Aside from the official organization of the vocational-guidance department, coöperation with civic, business, social, and religious agencies is essential.

7. Experience has shown that adequate preparation of counselors is of vital importance.

IX. The Outlook in the Field of Vocational Guidance

1. The outlook in the field of vocational guidance is based upon the past development of the movement, the present widespread interest in it, and the continually increasing provision for its support.

2. Bureaus of vocational guidance, research, and placement have been established in many communities.

3. Public-school systems have in many places adopted more or less formal systems of vocational guidance.

4. Schools and colleges have extended the work of deans, vice principals, and faculty advisers to include vocational-guidance activities.

5. Social, civic, and welfare organizations have added some measure of vocational-guidance service to their activities.

6. Personnel management, which is largely an outgrowth of the vocational-guidance movement, carries on guidance within industrial and commercial establishments, for employed children and adults.

7. The National Vocational Guidance Association and the local associations are now more active than ever, and their growth is indicative of the steady progress of the movement.

8. The program of the public school is being modified gradually to meet the vocational-guidance needs of young people.

9. Those responsible for vocational education are coming more fully to recognize and profit by vocational guidance.

10. Improved methods of child study and testing offer great promise for better guidance service.

11. The establishment of classes in occupations in the schools, in continually increasing number, indicates the great advance of vocational guidance in this field.

12. The establishment of training courses in vocational guidance in colleges and universities is evidence of the growing demand for trained counselors and workers.

13. It is being more and more widely recognized that not only should there be specially trained vocational counselors, but that all teachers and other workers for young people should have vocational-guidance training as a part of their equipment.

14. Increased interest in vocational guidance is shown in foreign countries, in part at least as a means of aiding in recovery from the conditions following the World War.

15. In all the evidences here presented vocational guidance appears in the educational world as a most vital and far-reaching service.

APPENDIX II

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This issue of the bulletin is a special Providence Number in which Dr. Allen sets forth a very complete and very valuable account of the activities in guidance in the city of Providence, Rhode Island. Among the developments in the guidance program are the growth of trade education, accelera-

tion of bright pupils, classes in occupations, the advertising of educational opportunities, the Providence Scholarship Fund, educational guidance in the high schools, care of retarded pupils, work of the Junior Achievement Clubs, overcoming speech defects in pupils, evening schools. Dr. Allen sums up with the statement that "research is necessary in order to make guidance scientific, and guidance is helpful in making research practical."

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ELKIND, HENRY B., M. D. "Industrial Psychiatry," in *Journal of Industrial Hygiene*, Vol. VI, No. 6, October, 1924, pp. 251–258.

This article explains the necessity for the psychiatric approach in the solution and treatment of many cases that have formally been classified as "nervous disease functional" by the medical department in an industrial organization. Three types of cases are cited, with suggestions for their treatment. The article would be valuable to the counselor through its possible aid in the recognition of cases that should be referred to a psychiatrist.

ELKIND, HENRY B., M. D. "Mental Hygiene in Industry," in *Journal of Industrial Hygiene*, Vol. VI, No. 3, October, 1924, pp. 113–123.

This article presents the results of a study of junior personnel workers in a large mercantile establishment. The results of the Otis General Intelligence Examination, given to the group of about one hundred and fifty, are compared with ratings by executives covering a period of several months.

FILENE, CATHERINE (ED.). Careers for Women. Houghton Mifflin Company, 1919.

This book is composed of a series of occupational articles describing the success of women in many kinds of occupations.

FRYER, DOUGLAS. Vocational Self-Guidance. J. B. Lippincott Company, 1925.

On the thesis that all true vocational guidance must be self-guidance, the author in Part One of this book gives practical suggestions to enable a man to rate his own capacities and abilities. In Part Two he presents articles on various vocations prepared by men engaged in the occupation. Part Three is devoted to a short discussion of women in business, and Part Four deals with the problem of getting the job. The book should prove of value to counselors, as well as to young people who are seriously interested in comparing their abilities with the requirements of vocational life.

GILES, F. M., and I. K. Vocational Civics. The Macmillan Company, 1922.

This is one of the best of the textbooks for junior high schools and high schools.

GOWIN, E. B., WHEATLEY, WILLIAM A., and BREWER, JOHN M. Occupations. Ginn and Company, 1923.

Chapter VII, "How to Study Occupations," contains suggestions for classifying and evaluating occupations from an economic, social, and ethical point of view and gives a comprehensive outline for the study of an occupation. Chapter VIII gives definite plans for early try-out and self-discovery, and outlines methods of analyzing character traits, talents, special interests, and mental equipment, and relating these to occupations.

GUTZEIT, EMMA. "A Suggestive Program for Vocational and Educational Guidance in the Senior High School," in *Vocational Guidance Magazine*, Vol. III, No. 5, February, 1925, pp. 166–171.

The three purposes of this guidance program are (1) vocational, (2) social or civic, and (3) cultural. The author tells just what is being done, what attempts are being made to organize the work that it may be more effectively accomplished, and what is being planned to enlarge this present program.

HOTTENROTH, HELENE KATHRYN. "The Vocational-Guidance Work of Counselor Gertrude E. MacDougald at Public School 89, Manhattan," in *Vocational Guidance Magazine*, Vol. II, No. 5, February, 1924, pp. 106–108.

An article praising and pointing out some of the special difficulties in the work of Mrs. MacDougald in the guidance of Negro children. A very good statement of the work attempted.

KELLER, FRANKLIN J. Day Schools for Young Workers. The Century Co., 1924.

This book is a very comprehensive treatment of the continuation school and is full of wisdom on educational and vocational guidance, which is likely to be useful to teachers and to counselors in their schools as well. Particularly important are the following chapters: III, The Function and Objective of the Continuation School; VI, Vocational Guidance and Placement; VII, Coördination; X, Classification, Grading, and Advancement; XI, Discipline and Classroom Management; XII, Social and Moral Care of the Child; XV, The Subnormal Juvenile Worker.

KEYES, LOUISE C. "Vocational Guidance in the Continuation School Entry or Reservoir Class," in *National Vocational Guidance Association Bulletin*, Vol. I, No. 10, May, 1923, pp. 174–180.

This article deals with the method of treatment of girls who enter the Boston Continuation School. It gives a questionnaire used for the new pupils, examples of outlines of study, also valuable suggestions for the guidance counselor in home visits, factory visits, and follow-up work.

KITSON, HARRY DEXTER. The Psychology of Vocational Adjustment. J. P. Lippincott Company, 1925.

In this Professor Kitson has gathered together the latest information available on vocational psychology. He includes many of his own studies and gives an adequate answer to false methods of guidance sometimes used. The subject of the book is broadly treated. An essential book.

KITSON, HARRY DEXTER. "Vocational Guidance and the Theory of Probability," in *School Review*, Vol. XXVIII, No. 2, February, 1920, pp. 143–150.

This article describes the percentile method of showing vocational opportunities and vocational aptitudes in terms of probability.

LEAVITT, FRANK M. "The Problem of Selecting Appropriate Vocational Courses for Groups or for Individuals," in *Industrial Education Magazine*, Vol. XXV, No. 11, May, 1924, pp. 199–201.

A very general article on the need for more vocational courses in the high school and the need for guidance in choosing such courses. It states some of the problems involved, with suggestions for the counselor.

LEAVITT, FRANK M. "Vocational Guidance as an Essential Adjunct of Vocational Education," in Report of the National Education Association, 1924, p. 922.

The vocational-guidance movement has been retarded because of numerous misconceptions regarding its aims and purposes. When properly reorganized, "vocational guidance will become an essential in public education."

LYMAN, R. L. "The Guidance Program of the Holmes Junior High School," in *School Review*, Vol. XXXII, No. 2, February, 1924, pp. 93–104.

This article gives a comprehensive and interesting statement of the guidance program in a Philadelphia school. It is one of the best of the articles available, though it is not confined to educational and vocational guidance. There is a full discussion of club work and other extra-curriculum activities. This appeared before the issuance of "Junior High-School Life," by Thomas-Tindal and Myers.

MCALMON, VICTORIA. "The Department of Guidance and Placement," in *Vocational Guidance Magazine*, Vol. II, No. 7, April, 1924, pp. 176–178.

A description of what has been done in Minneapolis in the department of guidance and placement. The functions of the department deal with school census, school attendance, employment certification, vocational guidance, placement and employment supervision, and the work of visiting teachers.

MCKINNEY, JAMES, and SIMONS, A. M. Success through Vocational Guidance. American School of Correspondence, 1922.

This is a useful book of occupational information, with special reference to commercial occupations.

MCMURRY, F. M. How to Study. Houghton Mifflin Company, 1916.

This classic gives a good analysis of the problem of learning and is valuable throughout for purposes of educational guidance.

MOORE, E. C. What Is Education? Ginn and Company, 1915.

This book, particularly after the first four chapters and especially in Chapter VI and Chapter VIII, is concerned with the background of theory with which educational guidance is concerned.

PARSONS, FRANK. Choosing a Vocation. Houghton Mifflin Company, 1909.

It is interesting to learn that the first book on the modern movement for vocational guidance contained cases. Professor Parsons was an industrious student of individual problems.

PAYNE, ARTHUR F. Organization of Vocational Guidance. McGraw-Hill Book Company, 1925.

Chapters XIV–XVII give some excellent information on the duties and responsibilities of the vocational counselor, sources of information, and plans for collecting and using this information. It is a valuable reference book in studying educational and vocational guidance.

PETERS, IVA LOWTHER. "The Practice of Vocational Guidance at Goucher College," in *Vocational Guidance Magazine*, Vol. II, No. 6, March, 1924, pp. 151–155.

In this article Professor Peters describes an experiment in vocational guidance at Goucher College. The theory of the experiment is that guidance is a group function and involves coöperation with the community. The development of the work from the early activities of the Vocational-Guidance Committee to the organization of a central clearing house, tied up with the Department of Social Science, for all guidance activities, is clearly outlined.

PRATT, GEORGE K., M. D. "The Problem of the Mental Misfit in Industry," *Mental Hygiene*, Vol. VI, No. 3, July, 1922, pp. 526–538.

In this article Dr. Pratt reviews the work of the Neuropsychiatric Division of the Medical Corps during the World War and shows how the same scientific methods may be applied to the solution of the problem of the mental misfit in industry. "Mental hygiene has assisted in the untangling of many a knotty social and legal problem by explaining the 'why' of certain conduct or behavior manifestations. . . . And yet until industry as a whole studies the *individual* and his needs and desires, the mental misfit will continue to be a problem."

PROCTOR, WILLIAM MARTIN. Educational and Vocational Guidance: a Consideration of Guidance as it relates to All the Essential Activities of Life. Houghton Mifflin Company, 1925.

This is the broadest book so far published in the field of guidance. The point of view is psychological where measurement is applicable, but the survey of possibilities is broad and the treatment scholarly. This is one of the essential books for the counselor. There are excellent chapter bibliographies.

PROCTOR, WILLIAM MARTIN. Psychological Tests and the Guidance of High-School Pupils. Public School Publishing Company, 1923.

A careful study of the use of psychological tests in the educational and vocational guidance of high-school pupils. It shows the value of such tests

in predicting high-school failures as well as in discovering those who can best succeed in college and in certain classes of occupations. The author brings out the possibilities of tests as an aid to guidance, but stresses the care with which any program of testing should be conducted.

PROCTOR, WILLIAM MARTIN. "Vocational Guidance in Universities," in *Vocational Guidance Magazine*, Vol. II, No. 6, March, 1924, pp. 155–158.

Professor Proctor outlines the work of the Vocational-Guidance Committee at Stanford University. The university has three divisions for work in guidance: lower, upper, and graduate. Educational guidance is given precedence in the lower division, and the work of placement and studies of occupations take care of the higher divisions. Suggestion is made for the establishment of a University Personnel Bureau.

PRUETTE, LORINE, and FRYER, DOUGLAS. "Affective Factors in Vocational Maladjustment," in *Mental Hygiene*, Vol. VII, No. 1, January, 1923, pp. 102–118.

This article cites nineteen cases which have come to the attention of the authors in their work in the Vocational Department of the Central Branch Y. M. C. A., Brooklyn, New York. The cases "are suggestive of general groupings under the stimulus of which emotional disturbances may be expected in some individuals to reach the point of creating, or seeming to create, a maladjustment vocationally." Methods of solution used by the counselor and results are stated where possible.

RECTOR, W. G. "A Study in the Prediction of High-School Success," in *Journal of Educational Psychology*, Vol. XVI, No. 1. January, 1925, pp. 28–37.

This study of four hundred and thirty-one high-school pupils of Oakland, California, was an attempt to collect some scientific information that might help in predicting probable success in the high school. The results show that the group intelligence quotients, scholarship, and ratings of application are not valid for the prediction of high-school success.

REED, ANNA Y. Junior Wage Earners. The Macmillan Company, 1920.

This book has many important suggestions for counseling children with special reference to the point of leaving school and beginning work.

REED, LAVINIA T. "The School Visitor and Counselor," in *Vocational Guidance Magazine*, Vol. II, No. 5, February, 1924, pp. 123–126.

The author recognizes the need for engaging the interest and help of the home in any guidance program, as well as the need for a knowledge of home conditions in any adequate individual counseling. This supports her suggestions as to the work of the school visitor in educational and vocational guidance. A very suggestive article which questions the idea that home and school life are mutually exclusive.

RICCIARDI, NICHOLAS. The Boy and his Future. D. Appleton and Company, 1925.

This book contains interesting and sensible suggestions addressed to parents of boys. It tells the importance of the vocation and of the investment of time and thought in developing future citizens and home-makers. It contains plans for rating the boy and offers many practical suggestions for counseling, acquiring experiences, choosing the vocation, and succeeding.

SAYLES, MARY B., and NUDD, HOWARD W. The Problem Child in School. Joint Committee on Methods of Preventing Delinquency, New York, 1925.

This book gives an interesting account of twenty-six children whose difficulties were due to parental attitudes, feelings of inferiority, diverse issues, questions of honesty, and sex problems. There is a supplement on the work of the visiting teacher, and the book as a whole illustrates possibilities for guidance on the part of this officer.

DE SCHWEINITZ, DOROTHEA. "Practical Problems of the Placement Office," in *National Vocational Guidance Association Bulletin*, Vol. I, No. 8, March, 1923, pp. 124–128.

A detailed description of the problems of placement. It points out how the employment department needs to help in the development of a modern apprenticeship system and to encourage all forms of personnel work and employee representation in the community. The main functions of the office are to give advice and information, to supervise placement and employment, and to call upon social and health agencies, departments of factory inspection, and employers' and employees' organizations. Contains many suggestions for the counselor.

DE SCHWEINITZ, KARL. The Art of Helping People out of Trouble. Houghton Mifflin Company, 1924.

This book is one of the most useful for social case work.

SKELLY, JOHN S. "High-School Placement," in *Vocational Guidance Magazine*, Vol. III, No. 4, January, 1925, pp. 134–137.

This article is an interesting account of coöperation between the undergraduates of a Philadelphia high school and business and industrial firms, which proved to be of particular value both to the pupil and to the employer. Such coöperation would solve many vocational-guidance problems.

SPANABEL, E. E. "Methods of Presenting Vocations to High-School Pupils," in *National Vocational Guidance Association Bulletin*, Vol. I, No. 7, February, 1923, pp. 112–117.

This is a report of the vocational-guidance methods used in the Pittsburgh High School. These methods are adaptable to all schools and should be considered by the vocational counselor.

STARK, JOHN D. "How Adjustments are made in the Placement Office," in *Vocational Guidance Magazine*, Vol. III, No. 6, March, 1925, pp. 199–202.

A statement of procedure as carried out in the Department of Vocational Guidance coöperating with the Junior Division of the United States Employment Service. The counselor will find here some principles of guidance. It answers briefly, but to the point, some of the criticisms against guidance.

STEWART, MARY. "Placement and Follow-up as Steps in the Vocational Guidance Program," in *Vocational Guidance Magazine*, Vol. II, No. 6, March, 1924, pp. 158–162.

This article presents a plea for the supervision of junior workers up to the age of maturity, and the author believes that the placement office should do more than merely place a boy or a girl in a position. Proper supervision of these juvenile workers will bring about a better citizenship. The placement office, in coöperation with the school authorities, is the ideal agency for exercising this supervision.

STONE, H. E. "College and the Callings," in *Educational Review*, Vol. 69, No. 1, January, 1925, pp. 5–7.

This article points out "types of the varied service that is being rendered" in many American colleges and universities in educational and vocational guidance.

THOMAS-TINDAL, EMMA V., and MYERS, JESSIE DU VAL. Junior High-School Life. The Macmillan Company, 1924.

This is a report of a guidance curriculum in a Philadelphia junior high school. It shows the possibilities in all forms of guidance, including educational and vocational guidance.

WILE, IRA. The Challenge of Childhood. 305 pages. Thomas Seltzer Company, New York, 1925.

This book contains a number of case studies taken from the practice of Dr. Wile. Each case is classed under the most apparent difficulty of personality or behavior with which the child is faced. A discussion of the physical, mental, social, or moral adjustment needed in each case gives the cases much value and demonstrates the need for guidance outside the educational and vocational fields. The cases should be studied carefully by anyone dealing with the problems of youth.

WILEY, EDGAR J. "Organizing the Liberal Arts College for Vocational Guidance," in *National Vocational Guidance Association Bulletin,* Vol. I, No. 9, April, 1923, pp. 143–147.

Dean Wiley outlines the plan of Middlebury College, which is still one of the most comprehensive and effective. The plan used may be adapted to the needs of any college.

WISANSKY, HENRY. "After School and Saturday Work," in *Vocational Guidance Magazine,* Vol. III, No. 1, October, 1924, pp. 17–18.

This article emphasizes the value of work outside school hours for economic reasons and for "try-outs." It gives methods which the vocational counselor will find both illuminating and practical.

WOOLLEY, HELEN T. "The Routine Job and the Routine Child," in *National Vocational Guidance Association Bulletin,* Vol. I, No. 10, May, 1923, pp. 166–171.

In this article Dr. Woolley discusses the results of an examination of seven hundred working children in Cincinnati, which study sought to show the relation, if any, between physical ability and various industrial factors. Mrs. Woolley proceeds to show the value of vocational education to the child who leaves school at the end of the compulsory period, and the type of such education which should prove of greatest value to the child of low mental ability, whose working day will be spent in monotonous types of productive work.

United States Bureau of the Census. Population; Occupations; Comparative Occupation Statistics of the United States.

This is a twelve-page statistical abstract of census figures. It gives a very good picture of the diversity of occupational life and the tendencies from 1910 to 1920 in the various occupational groups.

United States Bureau of Education. Vocational Guidance in Secondary Education. *Bulletin No. 19*, 1918.

This report is still valuable in outlining a comprehensive plan.

United States Department of Labor, Children's Bureau. Vocational Guidance and Junior Placement. Children's Bureau Publication No. 149, 1925.

This is a comprehensive exposition of vocational guidance as it is now being carried on in twelve cities of the United States. Part I deals with school organization and curricula, mental measurements, school counseling, child labor laws, placement, and studies of occupations and industries. Part II describes the work in Boston, New York, Chicago, Cincinnati, Philadelphia, Pittsburgh, Minneapolis, Seattle, Rochester, Atlanta, Providence, and Oakland. An appendix outlines the work of the Junior Division, United States Employment Service. This book was compiled by careful investigators and is one of the most important documents in the movement. The chapter on counseling is short but very helpful.

Vocational Guidance Magazine. Boston Number, Vol. III, No. 1, October, 1924, pp. 3–45. Bureau of Vocational Guidance, Graduate School of Education, Harvard University, Cambridge, Massachusetts.

This magazine contains a brief historical sketch of the development of a guidance department in Boston. This is followed by reports from vocational counselors in the various schools and by articles prepared by members of the staff of the central office, describing different phases of the work. Many types of cases are included to illustrate how the problems are handled: whether they relate to further education, to employment, or to readjustment.

Vocational Guidance Magazine. Minneapolis Number, Vol. II, No. 7, April, 1924.

This special number deals with the following topics: Department of Guidance and Placement; Research on Mechanical Ability; Vocational Courses in the Senior High School; Helping the Student select his Trade; Vocational Guidance in the Y.M.C.A.; The Vocational High School; Child Guidance Clinic; Women's Occupational Bureau; and Guidance at the University.

Vocational Guidance Magazine. New York City Number, Vol. II, No. 5, February, 1924.

This number gives a survey of the types of guidance activities engaged in in the city of New York. The articles, for the most part, are written by those actually engaged in the work. The articles are descriptive and general, but contain many valuable ideas for the counselor.

Vocational Guidance Magazine. Philadelphia Number, Vol. IV, No. 2, November, 1925.

A comprehensive description of the varied activities in this city, as yet lacking centralized control and coördination, yet showing strong work in educational and vocational counseling.

Vocational Guidance Magazine. Pittsburgh Number, Vol. IV, No. 5, February, 1926.

An explanation of the activities of one of the best systems of guidance.

Vocational Guidance Magazine. Rochester Number, Vol. II, No. 8, May, 1924.

This number shows the coördination of guidance activities at Rochester not only in the public schools but in other organizations, such as the Y. M. C. A. and certain industrial firms. Each article deals with the work carried on in a particular type of school. This issue deserves close study for its many suggestions of the application of educational and vocational guidance to an entire city system.

APPENDIX III

QUESTIONNAIRES AND PERMANENT-RECORD CARDS

No general form for keeping records acceptable to all school systems can be devised. The data for the record card and the form in which they are kept will have to be organized to meet the needs of the individual system. The primary object of collecting data is that they shall be used for guidance rather than merely to build up an elaborate record system composed largely of items which "may be of use some day." Frequently the tendency is to build up a system of records so elaborate and complicated that it is apt to break down because of its own weight. It may here be repeated that making records and testing children are for the purpose of *getting ready* to guide children; they are not guidance in themselves.

A record card for elementary school and junior high school will usually be used for educational guidance, whereas the records in high school, continuation school, or college may be more concerned with vocational guidance. These factors should be borne in mind when a new record card is being planned. Care should be taken that the items on the card and their arrangement will record the information most important in achieving guidance.

The following is a partial check list of items of information that may be helpful in guidance. These items are furnished as a guide to aid in selecting pertinent information. All record cards should make provision for some of the items; probably no card needs all the items.

CHECK LIST OF INFORMATION FOR GUIDANCE

I. Personal data
   1. Name
   2. Address
   3. Date and place of birth
   4. Present mental and physical data pertinent to guidance

II. Intelligence and personality ratings

III. Educational data
   1. Type of school; grade reached; quality of work; achievement test scores
   2. Age on leaving school
   3. Reason for leaving school
   4. Interesting school subjects: reasons
   5. Uninteresting school subjects: reasons
   6. Liking for reading: kind preferred
   7. Attitude toward school work

IV. Interests and activities
   1. Athletic interests: (1) active; (2) passive
   2. Recreational interests: (1) active; (2) passive
   3. Social interests: (1) active; (2) passive
   4. Hobbies or special interests

V. Occupational data
   1. Try-out experiences: (1) in school; (2) out of school
   2. What experiences have the greatest interest?
   3. Occupational objectives (three choices)
      a. _____ Why?
      b. _____ Why?
      c. _____ Why?

VI. Personal and social habits (1) which may help in reaching the objectives given above; (2) which may hinder reaching the objectives

VII. Family history, as it bears on educational and vocational guidance

1. Nativity
2. Education of parents
3. Vocation of parents
4. Interests of parents
5. Economic status
6. Brothers and sisters

VIII. Recommendations
1. Educational
2. Vocational
3. Personal

IX. Follow-up and readjustment

Frequently it will be found desirable to secure information not included in the permanent-record card. This information may be in the form of letters of recommendation from teachers or past employers, but it is often best obtained through simple questionnaires asking for specific information. The following is a type of such questionnaire designed to aid in vocational guidance.

TOPICS FOR QUESTIONNAIRE IN VOCATIONAL GUIDANCE

A. Asked of pupil
1. What kinds of work have you done?
2. For which work have you received pay?
3. What kinds of work do you like best to do?
4. Why do you like them?
5. Which school studies do you like best?
6. What do you like about them?
7. Name, in the order of your present preference, three occupations which you are considering.
8. Why are you considering these occupations?
9. Have you definitely decided on the occupation you named first?
10. How do you intend to prepare for any of these occupations?

B. Asked of the pupil's teachers

1. What success has this pupil had in the past semester?
2. Do these successes point toward any particular callings?
3. Please mark your estimate of the pupil's qualities on the following schedule:

	Low			*High*	
	60	70	80	90	100
Scholarship					
Industry					
Initiative					
Reliability					
Coöperation					
Cheerfulness					
Courtesy					
General intelligence					

4. Remarks and recommendations

C. Asked of parents

1. What interest in specific occupations has the pupil shown?
2. What qualities of character stand out strongly?
3. Do you think the pupil is inclined toward any specific callings?
4. In what way can the school help you and the pupil?

APPENDIX IV

SUGGESTED PROCEDURE FOR THE PREPARATION OF CASE STATEMENTS

1. General descriptive title of case
2. Statement of the problem
   a. Preliminary data common to all cases (name, age, schooling)
   b. Reasons for and point of contact with the counselor
   c. Statement of general nature of the problem in very brief form
   d. Detailed analysis of the special nature of the problem, including
      (1) Pertinent facts bearing upon the problem which are immediately available
      (2) Analysis of the problem for the purpose of outlining a plan of procedure
3. Plan of action: tentative plan of procedure, including resources open to the counselor
4. Statement of action taken to carry out the plan of procedure
   a. Aid from coöperating agencies or individuals
   b. Immediate results achieved
   c. Records of the case
5. Follow-up of the case
   a. Reports of the progress of the individual
   b. Readjustments, if any
6. Research value of the case
   a. Analysis of the entire case to classify specific problems involved

b. Analysis of the entire case to determine proper basic procedure to be applied in cases of similar nature
c. Analysis of the entire case to suggest changes in educational or occupational life

7. Questions about the case
a. Is the statement of the case clear enough for discussion?
b. Are sufficient data given?
c. If a recommendation or plan of action has been made, is it a wise one?
d. Is such a case best handled individually or in classes?
e. How would you as counselor handle this case?

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